



Indiana Part B State Performance Plan

As required by 20 U.S.C. 1416 Sec. 616(b)
of the
Individuals with Disabilities Education Improvement Act 2004

Submitted to the United States Department of Education,
Office of Special Education Programs

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Indiana Acronyms Used in SPP/APR

AATF	Alternate Assessment Task Force
APR	Annual Performance Report
ASAP	Indiana Accountability System for Academic Progress
ASK	About Special Kids
AUT	Autism Spectrum Disorder
AYP	Adequate Yearly Progress
CAAVES Grant	Consortium for Alternate Assessment Validity and Experimental Studies
CCC	Case Conference Committee
CCSSO	Council for Chief State School Officers
CD	Communication Disorder
CD only	Communication Disorder only
CEEP	Center for Evaluation and Education Policy
CEL	Center for Exceptional Learners (formerly DEL)
CIFMS	Continuous Improvement Focused Monitoring System
CMAADI Grant	Consortium for Modified Alternate Assessment Development and Implementation
CODA	Computerized Data (CODA) Project
CRSWPBS	Culturally Responsive School Wide Positive Behavior Supports
CTQ	Center for Improving Teacher Quality
DEL	Division of Exceptional Learners
DOE-PS	IDOE Programs and Services data base
DRP	Dropout Recovery Project
DSI	Dual Sensory Impairment
ED	Emotional Disability
EIS	Educational Information Systems
ELL	English Language Learners
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
First Steps	Bureau of Child Development Services in the Division of Disability and Rehabilitation Services, Part C
First Steps providers	Early intervention providers under Part C
GED	Graduation Equivalency Diploma
GEI	General Education Interventions
GQE	Graduation Qualifying Examination
HI	Hearing Impairment
HOUSSE	High Objective Uniform State Standard of Evaluation
HQT	Highly Qualified Teachers
IASEP	Indiana's Assessment System of Educational Proficiencies
IC	Indiana Code
ICAN	Individualized Classroom Accountability Network
ICASE	Indiana Council of Administrators of Special Education

ICRC	Indiana Civil Rights Commission
IDEA 2004	Individuals with Disabilities Education Improvement Act
IDOE	Indiana Department of Education
IEM	Integrated Electronic Management system
IEP	Individualized Education Program
IFS	Integrated and Focused System
IHE	Indiana Institutions of Higher Education
IHO	Independent Hearing Officer
IN*SOURCE	Indiana Resource Center for Families with Special Needs
Indiana AHEAD	Association on Higher Education and Disability
IN-SIG	Indiana State Improvement Grant
IPSFS	Indiana Post School Follow-up System
ISTAR	Indiana Standards Tool for Alternate Reporting
ISTEP+	Indiana Statewide Testing of Educational Performance
LD	Learning Disability
LEA	Local Educational Agencies
LEAD	Local Equity Action Development
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MIMD	Mild Mental Disability
MOMD	Moderate Mental Disability
NAEP	National Assessment of Educational Progress
NASDSE	National Association of State Directors of Special Education
NCCRESt	The National Center for Culturally Responsive Educational Systems
NCEO	National Center on Educational Outcomes
NCLB	No Child Left Behind Act
NCRRC	North Central Regional Resource Center
NCSEAM	National Center for Special Education Accountability Monitoring
NSTTAC	National Secondary Transition Technical Assistance Center
OHI	Other Health Impaired
OI	Orthopedic Impairment
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs (US Department of Education)
PART	Program Assessment Rating Tool
Part B	Special Education under IDEA 2004 (ages 3-21)
Part C	Early Childhood Special Education under IDEA 2004 (ages birth to 3)
PBS	Positive Behavior Support
PIRCs	Parent Information Resource Centers
PRC	Parent Resource Centers
PROBE	Program Results: an Outcome-Based Evaluation
RtI	Response to Intervention
SBE	State Board of Education
SIQ	Student Information Questionnaire
SMD	Severe Mental Disability

SOP	Summary of Performance
SPP	State Performance Plan
State Advisory Council	State Advisory Council on Children and Youth with Disabilities
STEPS	Sequenced Transition to Education in the Public Schools
STN	Student Test Number
SY	School Year
TBI	Traumatic Brain Injury
Transition Initiative	Indiana Transition Initiative for Young Children and Families
US DOE	United States Department of Education
VI	Visual Impairment

Overview of the State Performance Plan (SPP) Development:

The Indiana Department of Education (IDOE) serves the citizens of Indiana by fulfilling its statutory responsibilities, implementing the policies of the Indiana State Board of Education (SBE), and supporting the priorities of the State Superintendent. The IDOE focuses its resources to promote higher standards and greater levels of achievement for all students. The Division of Exceptional Learners (DEL) functions as an integral component of the IDOE, in ensuring the free and appropriate public education (FAPE) in the least restrictive environment (LRE) of all students with exceptional learning needs within the state.

The DEL provides leadership and state-level support for public school gifted and talented (grades K-12) programs and for students with disabilities from ages 3-21. The DEL also ensures that Indiana is in compliance with the federal Individuals with Disabilities Education Improvement Act (IDEA 2004), through monitoring of special education programs, oversight of community and residential programs, provision of mediation and due process rights, and sound fiscal management. The DEL also includes High Ability Education, which administers grants, operates four resource centers, and provides workshops and materials suited to the needs of the gifted and talented population.

In 2004, the United States (US) Congress reauthorized IDEA as IDEA 2004. Inclusive in IDEA 2004 is the mandate that the US Secretary of Education monitor states in three priority areas, including: the provision of a FAPE in the LRE, state exercised general supervision, and disproportionate representation; this monitoring is done through consideration of 20 indicators. [See 20 U.S.C. 1416(a)(3)(A)-(C)]. Additionally, IDEA 2004 requires each state to submit monitoring reports, the State Performance Plan (SPP) and the Annual Performance Report (APR). The SPP is effective for a six year time period and includes an overview of each of the 20 indicators, a description of the system or process, baseline data and discussion of that data for each indicator, measurable and rigorous targets for all six years, and improvement activities (including timelines and resources for implementation). States were required to submit their SPPs for the first time no later than December 3, 2005. At that time, Indiana submitted its original SPP, which was approved by the Office of Special Education Programs (OSEP).

Due to an innovative restructuring and reorganization of Indiana's Continuous Improvement Focused Monitoring System (CIFMS) during the Summer and Fall of 2007, Indiana's SPP has been revised and is now being resubmitted in order to provide the most updated articulation of the CIFMS process. A major component of this restructuring and reorganization process is an awareness of the magnitude of responsibility associated with a special education monitoring system. A number of notable and significant changes to the CIFMS process have been made. The monitoring team consists of a broad range of staff members at the DEL with varied backgrounds and expertise, each focused on a smaller number of individual indicators, while working collaboratively towards a unified, encompassing approach to general

supervision. Additionally, careful consideration has been made regarding the activities and strategies for assisting Indiana schools in overall improvement in areas of education of students with disabilities, including a problem solving process that assists local educational agencies (LEAs) in data based decision making that impacts student outcomes. Presently the DEL is exploring the possibility of collaborative monitoring with other IDOE divisions, including Title I, which already conducts regular on-site monitoring activities. A collaborative effort between the DEL and Title I also supports a statewide initiative called 'One Plan,' which is an effort to combine a wide array of required LEA plans currently collected by a number of IDOE divisions for different purposes into one unified plan to be submitted to the IDOE that encompasses all the relevant divisions' requirements. More details regarding the IDOE 'One Plan' can be found in Indicator 20 of this SPP.

With the growing concern for meeting all students' needs, Response to Intervention (RtI) is being implemented by many states across the nation. The IDOE has set a priority to establish an Integrated and Focused System (IFS) to support student success. The IFS is a service delivery approach that guides educators to anticipate, recognize and document student learning, and to provide timely, well-targeted and effective instruction. This initiative, which ultimately will result in a complete change in how the department will do business, has three broad goals:

- Integrate and assemble activities with all stakeholders into an integrated focused system to support the success of all children;
- Advance the current P-20 data system/toolbox initiative to further develop the technological capacity to screen, evaluate and judge the effectiveness of a unified system for Indiana; and
- Develop a comprehensive plan for providing technical assistance and training for all professionals, parents, and community members to ensure the on-going development of all stakeholders.

In addition to the progress being made with the updated CIFMS process, the IDOE 'One Plan', and the IFS approach, the IDOE has a Technology Initiative, which was recently awarded \$5.2 million in federal funding. This Initiative supports the design and implementation of Project P-20¹, a statewide longitudinal data system that will enhance the state's ability to manage, analyze and use education data to drive student achievement by linking a wide assortment of data currently collected in individualized pieces into a single system. More details regarding the IDOE's Technology Initiative can be found in Indicator 20 of this SPP.

¹ <http://ideanet.doe.state.in.us/reed/newsr/2007/07-July/datasystem.html>.

Development Process

During the development of this SPP, the DEL's staff members attended and participated in a number of federally sponsored and supported technical assistance events, including but not limited to:

- Attended NCRRC SPP/APR Fall Conference in Minneapolis MN
- Participation in OSEP Monthly TA calls
- Regular communication with OSEP state contacts
- Regular communication with NCRRC state contacts and TA Centers

In addition to capitalizing on these federal resources, the IDOE is committed to ongoing stakeholder input and involvement. In the course of this development, input was sought from parent groups, LEAs, other state agencies, and institutions of higher education. The IDOE will continue to gain stakeholder input in an advisory capacity by maintaining existing relationships in addition to considering new ways in which to incorporate more stakeholder involvement.

Please note: Throughout Indiana's reports, both the SPP and the APR, a number of seemingly inconsistent numbers appear in terms of "n" sets. This does not reflect inaccuracies, but instead appears due to the individualities of the indicators themselves. For example, the number of local educational agencies (LEAs) with early childhood programs is different than the number of LEAs with students aged 14, or in the 9th grade, when Transition individualized education programs (IEPs) are required. This is especially true with Indiana charter schools; each of which is considered an individual LEA.

Public Reporting

The DEL will publicly disseminate this SPP by publishing it on the DEL's website at <http://www.doe.in.gov/exceptional>.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 1: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

The Office of Special Education Programs (OSEP) Annual Performance Report (APR) response letter dated October 14, 2005 requires that the State must provide comparable data for children with and without disabilities in reporting graduation and drop-out rates.

Indiana's requirements for earning and graduating with a diploma are the same for all students. All students must meet state and local graduation requirements, have earned a minimum of 40 credits (though local educational agencies [LEAs] may require more credits to graduate) in required and elective courses, and have met the Graduation Qualifying Examination (GQE) requirement. The GQE may be met in one of three ways, either by passing the GQE test, by meeting the Core 40 waiver requirement, or through the alternate documentation process that ensures students have mastered at least the ninth grade academic standards and met other alternate documentation requirements such as attendance rate and grades. The teacher of record and case conference committee (CCC) are involved in determining whether a student with a disability has met the GQE requirement. Graduation requirements are specified in Indiana Code at IC 20-32-4 Graduation Requirements. These are:

Sec. 1. A student must meet:

- (1) the academic standards tested in the graduation examination; and*
- (2) any additional requirements established by the governing body of the student's school corporation; to be eligible to graduate.*

A waiver or alternate documentation process is available for all students who meet all graduation requirements except passing the GQE. This process is described in Section 5 of IC 20-32-4:

Sec.5. (a) This section applies to a student who is a child with a disability (as defined in IC 20-35-1- 2).

b) If the student does not achieve a passing score on the graduation examination, the student's case conference committee may determine that the student is eligible to graduate if the case conference committee finds the following:

(1) The student's teacher of record, in consultation with a teacher of the student in each subject area in which the student has not achieved a passing score, makes a written recommendation to the case conference committee. The recommendation must:

(A) be concurred in by the principal of the student's school; and

(B) be supported by documentation that the student has attained the academic standard in the subject area based upon:

(i) tests other than the graduation examination; or

(ii) classroom work.

(2) The student meets all of the following requirements:

(A) Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program.

(B) Completes remediation opportunities provided to the student by the student's school to the extent required by the student's individualized education program.

(C) Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's individualized education program with excused absences not counting against the student's attendance.

(D) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the board.

(E) Otherwise satisfies all state and local graduation requirements.

Graduation Rate: The Cohort Survival Rate

The official graduation rate used by the Indiana Department of Education (IDOE) is based on a calculation known as the cohort survival rate. It was adopted as an official rule by the State Board of Education in the Indiana Administrative Code (511 IAC 6.1-1.2). This method was developed from a federal study published to help create consistency among statistical methods.

The graduation rate is determined every year at each high school by figuring the percentage of students dropping out at each of the four grade levels during that same year. The definition of dropout was changed in 1996. As a result, students are no longer counted as dropouts if they leave during any given school year but return the following Fall. It is estimated that this change increased the State's statewide graduation rate by approximately 2%.

Computing the Current Graduation Rate

Each of the four dropout rates for Grades 9, 10, 11, and 12 are subtracted from 1.0, and then the rates are multiplied by each other and by 100 to create that year's graduation rate.

For example, if a sample year's dropout rates from grades 9 through 12 are 5 percent, 3 percent, 2 percent, and 2 percent, then the current year's graduation rate is figured by multiplying $.95 \times .97 \times .98 \times .98 \times 100$, resulting in an example graduation rate of 88.5%.

New Graduation Rate Formula: 2006

The new graduation rate calculation methodology was contained in House Enrolled Act 1120, Section 5². The new graduation rate will be used beginning with the graduating class of 2006. See Appendix 1-2 for the revised graduation rate used for FFY 2007 (SY 07-06).

Baseline Data for FFY 2004 (SY 04-05):

The data and data sources used to calculate the percent for all students graduating with a diploma during FFY 2004 (SY 04-05) and the percent of youth with disabilities graduating with a diploma during FFY 2004 (SY 04-05) are as follows:

All Students (General Education and Special Education)³

Enrollment⁴ 11/15/05	Number
FFY 2004 (SY 04-05) Grade 9	88,079
FFY 2004 (SY 04-05) Grade 10	80,642
FFY 2004 (SY 04-05) Grade 11	73,481
FFY 2004 (SY 04-05) Grade 12	66,643

Dropout⁵	Number
FFY 2004 (SY 04-05) Grade 9	1,183
FFY 2004 (SY 04-05) Grade 10	1,724

² For more information, visit www.IN.gov/legislative/bills/2003/PDF/HE/HE1120.1.pdf.

³ http://mustang.doe.state.in.us/TRENDS/grad_sub.cgm?year=2005&pub=1

⁴ data source: IDOE Educational Information Systems (EIS) preliminary data

⁵ Data source: EIS preliminary data, 11/15/05

Dropout⁵	Number
FFY 2004 (SY 04-05) Grade 11	2,320
FFY 2004 (SY 04-05) Grade 12	2,491

NOTE: Three high schools had not reported FFY 2004 (SY 04-05) dropout data as of November 15, 2005. These three high schools are small, represent less than .5% of grade 9-12 enrollment, and overall results for general education graduation and dropout rates are minimally affected. See Additional Note below.

ADDITIONAL NOTE: Indiana's final graduation rate calculation, which includes the 3 above LEAs, for FFY 2004 (SY 04-05), State Average, is 89.9%.

Special Education Students

Enrollment⁶	Number
FFY 2004 (SY 04-05) Grade 9 (age 15)	12,391
FFY 2004 (SY 04-05) Grade 10 (age 16)	11,033
FFY 2004 (SY 04-05) Grade 11 (age 17)	9,477
FFY 2004 (SY 04-05) Grade 12 (age 18-21)	7,906

Dropouts⁷	Number
FFY 2004 (SY 04-05) Grade 9 (age 15)	394
FFY 2004 (SY 04-05) Grade 10 (age 16)	743
FFY 2004 (SY 04-05) Grade 11 (age 17)	998
FFY 2004 (SY 04-05) Grade 12 (age 18-21)	805

⁶ Data source: page 19, SY 04-05 Statistical Report

⁷ Data source: Page 8, 04-05 Exit Report

Data Sources: The data sources used include:

Special education enrollment for grades 9-12 from page 19 of the FFY 2004 (SY 04-05) Statistical Report.

Special education dropouts for grades 9-12 from page 8 of the FFY 2004 (SY 04-05). Exit Report Total enrollment FFY 2004 (SY 04-05) for grades 9-12 from EIS (prelim data 11/15/05).

Total dropouts FFY 2004 (SY 04-05) for grades 9-12 from EIS (prelim data 11/15/05).

Students with disabilities graduating with a diploma during FFY 2004 (SY 04-05) will be compared to all students graduating with a diploma during FFY 2004 (SY 04-05).

Discussion of Baseline Data:

Pages 9 and 10 of the IDOE's APR for FFY 2004 (SY 04-05) describe Indiana's official graduation rate calculation as follows:

Using the data provided above in addition to Indiana's official graduation calculation (described above) for all graduates and for special education graduates, per the requirements for this indicator and the APR response letter dated October 14, 2005 requiring comparable calculations and data, the results are:

Graduation rate for all students for FFY 2004 (SY 04-05) (data as of 11-15-05)	90.1%
Graduation rate for all students for FFY 2004 (SY 04-05), final figures	89.9%
Graduation rate for special education for FFY 2004 (SY 04-05)	72.7%

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Special education graduation rate, with diploma, will be \geq 73% using the calculation in effect for FFY 2004 (SY 04-05). Graduation targets will be re-calibrated using the new formula.
2006 (SY 06-07)	Special education graduation rate, with diploma, will be \geq 74% using the calculation in effect for FFY 2004 (SY 04-05). Graduation targets will be re-calibrated using the new formula.
2007 (SY 07-08)	Special education graduation rate, with diploma, will be \geq 75% using the calculation in effect for FFY 2004 (SY 04-05). Graduation targets will be re-calibrated using the new formula.

FFY	Measurable and Rigorous Target
2008 (SY 08-09)	Special education graduation rate, with diploma, will be \geq 76% using the calculation in effect for FFY 2004 (SY 04-05). Graduation targets will be re-calibrated using the new formula.
2009 (SY 09-10)	Special education graduation rate, with diploma, will be \geq 77% using the calculation in effect for FFY 2004 (SY 04-05). Graduation targets will be re-calibrated using the new formula.
2010 (SY 10-11)	Special education graduation rate, with diploma, will be \geq 78% using the calculation in effect for FFY 2004 (SY 04-05). Graduation targets will be re-calibrated using the new formula.

Justification Note: Indiana's targets were originally set using the graduation rate calculation in effect for FFY 2004 (SY 04-05). For comparison purposes, Indiana's SPP will include the graduation rate calculation used through FFY 2004 (SY 04-05) and also the calculation in effect for the FFY 2005 (SY 05-06). There is anticipated to be a revised target for graduation rate using the new formula exclusively. The DEL will re-calibrate the graduation targets once the Indiana legislature has promulgated the legislation which includes the revisions to the new graduation rate. (Spring, 2008)

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources
INDEPENDENCE, an original collection of 15 articles of interest and importance to secondary level students with disabilities.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL, contributing authors, local directors of special education.
Indiana General Assembly has passed Graduation Legislation including School Flex and Fast Track diploma options.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	Indiana General Assembly, constituents, IDOE legislative liaison.
Participation in the Indiana High School Summit an annual IDOE sponsored summit promoting innovative High School reforms.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	IDOE, LEAs, stakeholders

Activity	Timelines	Resources
Post-School Follow-up Study data will include data and analysis.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL, students who exited, local directors of special education, Post-School Follow-up Project
ISTEP+ Program Manual updates on graduation requirements, testing accommodations, and waiver/alternative documentation process.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	Center for Assessment, input from field, the DEL.
<i>Essential Tools</i> , dropout prevention strategies from National Center for Secondary Education and Transition provided to LEAs.	FFY 2006 (SY06-07) Complete as of 1/07	The DEL
Analysis of CIFMS data to identify best practices.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The DEL local directors
Foster Mentoring/Tutoring relationships such as the Best Buddies project.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	Best Buddies state office, support from IDOE Part B funds, articles promoting Best Buddies disseminated by IDOE
Implementation of new graduation rate formula to be used statewide.	New: FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	IDOE will calculate on statewide, district wide and specific high school basis

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 2: Percent of youth with individualized education programs (IEPs) dropping out of high school compared to the percent of all youth in the State dropping out of high school.

[20 U.S.C. 1416 (a)(3)(A)]

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

The same data and data sources used for determining graduation rate referenced in Indicator 1 is used for determining the drop-out rate in this indicator. The method of determining the drop-out rate for students with and without disabilities must be the same so as to provide comparable data.

The Synthetic Cohort Dropout Rate uses the same raw data as is used in Indicator #1 to calculate the Graduation Rate. Below is a description of the formula to determine the Synthetic Cohort Dropout Rate⁸:

The Total Student Dropout Rate For FFY 2004 (SY 04-05) (Based On Data As Of 11-15-05)	9.9%
The Final Total Student Dropout Rate For FFY 2004 (SY 04-05)	10.1%
The Special Education Dropout Rate For FFY 2004 (SY 04-05)	27.3%

Baseline Data for FFY 2004 (SY 04-05):

The calculation begins by identifying the enrollment for grades 9, 10, 11, and 12 and identifying the number of students dropping out at each of these grades. The number of students dropping out at each of these grades is divided by the enrollment. This will result in a percentage for each of the four grade levels. The percentage for each grade level is then subtracted from 1.00 resulting in a "retention rate" for each grade. Each of the four grade's retention rates are then multiplied resulting in a synthetic cohort

⁸ *Calculating Graduation and Dropout Rates: A Technical Assistance Guide*, prepared for the U.S. Department of Education, OSEP. (Westat, December 1999, Contract # HS97020001).

graduation rate. The synthetic cohort graduation rate is then subtracted from 1.00 and the resulting number is the synthetic cohort dropout rate in percentage.

The Office of Special Education Programs (OSEP) APR response letter dated October 14, 2005 requires the State to provide data in the SPP that includes comparable data for students with and without disabilities for graduation and drop-out rates. The data and data sources used to calculate the percent for all students dropping out during the FFY 2004 (SY 04-05) and the percent of youth with disabilities dropping out during the FFY 2004 (SY 04-05) are as follows:

All Students (General Education and Special Education)

All Students (General Education and Special Education)⁹

Enrollment ¹⁰ 11/15/05	Number
FFY 2004 (SY 04-05) Grade 9	88,079
FFY 2004 (SY 04-05) Grade 10	80,642
FFY 2004 (SY 04-05) Grade 11	73,481
FFY 2004 (SY 04-05) Grade 12	66,643

Dropout ¹¹	Number
FFY 2004 (SY 04-05) Grade 9	1,183
FFY 2004 (SY 04-05) Grade 10	1,724
FFY 2004 (SY 04-05) Grade 11	2,320
FFY 2004 (SY 04-05) Grade 12	2,491

NOTE: Three high schools had not reported FFY 2004 (SY 04-05) dropout data as of November 15, 2005. These three high schools are small, represent less than .5% of grade 9-12 enrollment, and overall results for general education graduation and dropout rates are minimally affected.

⁹ http://mustang.doe.state.in.us/TRENDS/grad_sub.cgm?year=2005&pub=1

¹⁰ data source: Educational Information Systems (EIS) preliminary data.

¹¹ Data source: EIS preliminary data, 11/15/05.

ADDITIONAL NOTE: Indiana's final graduation rate calculation for FFY 2004 (SY 04-05), which includes the three above schools, State Average, is 89.9%.

Special Education

Enrollment¹²	Number
FFY 2004 (SY 04-05) Grade 9 (age 15)	12,391
FFY 2004 (SY 04-05) Grade 10 (age 16)	11,033
FFY 2004 (SY 04-05) Grade 11 (age 17)	9,477
FFY 2004 (SY 04-05) Grade 12 (age 18-21)	7,906

Dropouts¹³	Number
FFY 2004 (SY 04-05) Grade 9 (age 15)	394
FFY 2004 (SY 04-05) Grade 10 (age 16)	743
FFY 2004 (SY 04-05) Grade 11 (age 17)	998
FFY 2004 (SY 04-05) Grade 12 (age 18-21)	805

Data sources used include:

- Special education enrollment for grades 9-12 from page 19 of FFY 2004 (SY 04-05) Statistical Report.
- Special education dropouts for grades 9-12 from page 8 the FFY 2004 (SY 04-05) Exit Report (Q 13).
- Total enrollment FFY 2004 (SY 04-05) for grades 9-12 from Educational Information Systems (preliminary data 11/15/05).
- Total dropouts FFY 2004 (SY 04-05) for grades 9-12 from Educational Information Systems (preliminary data 11/15/05).

Discussion of Baseline Data:

Students with disabilities dropping out of school during FFY 2004 (SY 04-05) were compared to all students dropping out of school during FFY 2004 (SY 04-05). The dropout formula used is the dropout formula described on Page 9 of *Calculating*

¹² Data source: page 19, SY 04-05 Statistical Report.

¹³ Data source: Page 8, 04-05 Exit Report

Graduation and Dropout Rates: A Technical Assistance Guide, prepared for the U.S. Department of Education, OSEP. (Westat, December 1999, Contract # HS97020001). This calculation is known as the *Synthetic Cohort Dropout Rate*. The same data and calculations are used to report graduation and drop-out rates for students with and without disabilities as required in the SPP instructions and the OSEP APR response letter dated October 14, 2005.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	The drop-out rate for students with disabilities is \leq 27%, using the FFY 2004 (SY 04-05) formula. Drop-out target will be re-calibrated using the new formula.
2006 (SY 06-07)	The drop-out rate for students with disabilities is \leq 26%, using the FFY 2005 (SY 05-06) formula. Drop-out target will be re-calibrated using the new formula.
2007 (SY 07-08)	The drop-out rate for students with disabilities is \leq 25%, using the FFY 2006 (SY 06-07) formula. Drop-out target will be re-calibrated using the new formula.
2008 (SY 08-09)	The drop-out rate for students with disabilities is \leq 24%, using the FFY 2007 (SY 07-08) formula. Drop-out target will be re-calibrated using the new formula.
2009 (SY 09-10)	The drop-out rate for students with disabilities is \leq 23%, using the FFY 2008 (SY 08-09) formula. Drop-out target will be re-calibrated using the new formula.
2010 (SY 10-11)	The drop-out rate for students with disabilities is \leq 22%, using the FFY 2009 (SY 09-10) formula. Drop-out target will be re-calibrated using the new formula.

Justification Note: Indiana's targets were originally set using the graduation/dropout rate calculation in effect for FFY 2004 (SY 04-05). For comparison purposes, Indiana's SPP will include the graduation/dropout rate calculation used through FFY 2004 (SY 04-05) and also the calculation in effect for FFY 2005 (SY 05-06). There is anticipated to be a revised target for graduation/dropout rate using the new formula exclusively and the stakeholder group will help to recalibrate this target.

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources
Indiana High School Dropout Prevention Taskforce will be initiated and coordinated by the IDOE's new High School Design Coordinator.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The IDOE, Taskforce members, high school counselors and principals
The IDOE Strategic Planning Initiative, announced October 2006, will support dropout prevention initiatives and create an Office of Best Practices.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The IDOE, all IDOE staff responsible for parts of Strategic Plan
Improvement activities from Indicator #1 (Graduation Rate) will positively impact a reduction in dropouts.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	See Resources from Indicator #1 (Graduation Rate.
Regional Program Specialists (12) employed by IN*SOURCE (the Indiana Resource Center for families with special needs), collaborate with IDOE, parents, schools to keep students in school.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	IN*SOURCE, Regional Program Specialists, the DEL
<i>Essential Tools</i> , dropout prevention strategies from National Center for Secondary Education and Transition, sent from the IDOE/DEL to all planning district directors.	FFY 2006 (SY 06-07) Complete as of 1/07	IDOE/DEL (See IDOE Press Release of 11-27-06 listing strategies)
Partner with Regional Resource Center for multi-state strategy identification.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	IDOE Divisions including the DEL and Division of Student Services

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's adequate yearly progress (AYP) objectives for progress for disability subgroup.
- B. Participation rate for children with individualized education programs (IEPs) in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

[20 U.S.C. 1416 (a)(3)(A)]

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) ÷ (a)].

Overview of Issue/Description of System or Process:

State mandated and large-scale assessments are not new concepts for schools in Indiana. Indiana has had a mandated assessment system known as ISTEP (the Indiana Statewide Testing for Educational Progress) since 1988 [Indiana Code (IC) 20-10] and a high-stakes assessment, the graduation qualifying examination (GQE), began when the graduating class of the year 2000 were sophomores. In Indiana, students must achieve a passing score on the GQE in both English/Language Arts and Mathematics in order to be eligible for a high school diploma. The GQE is, however, only one component of a number of requirements that students must meet in order to be eligible for a diploma. Other requirements include attendance rates, grade point average, and actual courses taken. In 2004, ISTEP became ISTEP+, with the plus being the addition of a constructed response component (in addition to the multiple choice element). The assessment system for Indiana underwent Peer Review from the United States Department of Education (US DOE) in 2006 and has been approved for use under the No Child Left Behind Act (NCLB) for AYP.

The Indiana statewide assessment system includes two components, the ISTEP+ and the Indiana Standards Tool for Alternate Reporting (ISTAR). The ISTEP+ is Indiana's general assessment instrument, is currently a paper and pencil test, and is administered to students in the 3rd through 10th grade on an annual basis (currently in the Fall of each school year). At the 10th grade level, ISTEP+ includes the GQE referenced earlier. The ISTAR assessment is a portfolio and teacher rating assessment used with students who perform significantly above or below grade-level. The assessment is approved for use with students who may have personal learning goals that cannot be adequately measured with a grade-level standardized test. Some local educational agencies (LEAs) choose to use ISTAR as a supplemental assessment to ISTEP+ and several LEAs use the ISTAR ratings as part of the local level appeals process for the GQE. This permits

students with disabilities to be eligible for a high school diploma if they are able to demonstrate 9th grade proficiency through alternate means due to an inability to achieve a passing score on the GQE. It is the combination of the ISTEP+ and ISTAR results that are used to determine data points for this indicator.

The groundwork for the ISTAR assessment began in June 1996, with the Purdue University Assessment Center and an assessment that was at that time called IASEP or Indiana's Assessment System of Educational Proficiencies. Throughout its development, a variety of input was considered, both from stakeholders within the state, including local special education teachers and directors; high-ability educators; institutions of higher education; the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) personnel; and from federally funded resource centers throughout the country, including the National Center on Education Outcomes (NCEO), and the North Central Regional Resource Center (NCRRC). During its development, research on the ISTAR assessment system has been conducted in the areas of inter-rater reliability, content validity, and the overall efficacy of its use. Through the dedicated work of the ISTAR team, Indiana's assessment system was federally approved in 2006.¹⁴

The ISTAR assessment uses a three-point rubric, which includes the areas of English/Language Arts, Mathematics, and Functional Achievement. Teachers rate students on discrete, measurable skill statements that are linked to the Indiana State Academic Standards using the ratings of *Not Evident*, *Developing*, or *Demonstrated*. The assessment is completed by the school staff member most familiar with the individual student and has an option for integrating input from various personnel if warranted. From a tally of all the categories, each eligible student is given a final score for the individual three areas of either basic, pass, or pass plus. The student's final score for the content areas of English/Language Arts and Mathematics then becomes a component of each building, LEA, and statewide AYP calculation under NCLB.

In order to participate in the ISTAR assessment, students must meet participation eligibility criteria. These eligibility standards were developed by the same collaboration responsible for the ISTAR assessment development. These criteria were field-tested at pilot sites throughout the state, and input from local directors of special education was considered in finalizing the eligibility standards. The ISTAR assessment eligibility standards were approved by the Indiana State Board of Education in 2003 and are comprised of three requisites¹⁵.

Beginning with FFY 2002 (SY 02-03), NCLB has required schools to show annual improvements in the academic achievement of the overall student population and by student groups within the general population, including economic background, race and ethnicity, English proficiency, and special education. Under NCLB, schools must make

¹⁴ See <http://www.ed.gov/admins/lead/account/nclbfinalassess/in2.html>.

¹⁵ Details regarding the criteria for use of the ISTAR assessment in lieu of ISTEP+ can be accessed at <https://ican.doe.state.in.us/istar/Criteria/criteriadocs/updates/criteriaspecneeds.pdf>.

AYP in all student subgroups in order to be identified as having achieved AYP. In Indiana, AYP designations are determined by calculating student achievement (proficiency) and participation rates on the ISTEP+ and ISTAR assessments in English/Language Arts and Mathematics. A secondary factor given consideration in the calculation is student attendance rates (for elementary and middle schools) and high school graduation rates (for high schools). Indiana's statewide assessment, ISTEP+, is administered in September of each year to students in grades 3 through 10. Accommodations are allowed on the ISTEP+ according to the relevant guidance contained in the ISTEP+ Program Manual¹⁶. Accommodations must be documented in a student's IEP in order to be allowed. Ratings for ISTAR are to be completed by teachers annually and harvested by Indiana at midnight on October 31.

The Office of Special Education Programs (OSEP) within the US DOE conducted an onsite monitoring visit in Indiana. In the annual performance report (APR) response letter from OSEP dated October 14, 2005 it states, "*The State did not provide an analysis of its compliance data to determine whether any students with disabilities did not participate in the statewide assessment due to a failure of the public agency to meet the requirements...*" An analysis of the participation data indicates that the lowest percentage of reported participation is at the third grade level. However, this percentage is adversely distorted toward special education participation as the state has identified that some third grade teachers did not count students with identified communication disorders as their sole disability area as students with disabilities¹⁷. This analysis for FFY 2003 (SY 03-04), FFY 2004 (SY 04-05), and FFY 2005 (SY 05-06) is described in more detail in the FFY 2006 (SY 06-07) APR, submitted simultaneously to OSEP with this SPP on February 1, 2008.

Baseline Data for FFY 2004 (SY 04-05):

A. 91.1% Statewide AYP for Students with Disabilities.

In FFY 2004 (SY 04-05), 267 LEAs out of the total 293 LEAs made AYP, equating to a 91.1% rate of LEAs meeting AYP for the students with disabilities subgroup.

$$267 \div 293 = 91.1\%$$

Discussion of Baseline Data:

Data reported and used for this indicator comes from the Indiana Accountability System for Academic Progress (ASAP) website on the IDOE homepage for AYP; in particular the data contained in the IDOE Press Release of June 8, 2005, and related appendix and website links¹⁸.

¹⁶ This manual is updated annually and may be found at <http://ideanet.doe.state.in.us/istep/ProgramManual.html>.

¹⁷ Students with solely a communication disorder are frequently referred to as 'CD only'.

¹⁸ This information is accessible at <http://www.doe.state.in.us/ayp/welcome.html>.

For FFY 2004 (SY 04-05), the “n” for this data set was 293 LEAs. Of the total number of LEAs, 267 met AYP in the subgroup of students with disabilities (91.1%).

Of the 293 total LEAs, 26 did not meet AYP for one content area (either Mathematics or English/Language Arts) for the subgroup of *Students with Disabilities*; 21 of which failed to meet AYP on the English/Language Arts portion. Five of the 26 LEAs did not meet AYP in the *Students with Disabilities* subgroup on the Mathematics portion.

Many of the LEAs that did not make AYP for the *Students with Disabilities* subgroup did not meet AYP on either the English/Language Arts portion or the Mathematics portion were also LEAs that did not make AYP in one or more of the other subgroups (e.g., free and reduced lunch, ethnicity, etc.)

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	LEAs meeting AYP in the subgroup of students with disabilities \geq 92%.
2006 (SY 06-07)	LEAs meeting AYP in the subgroup of students with disabilities \geq 92.5%.
2007 (SY 07-08)	LEAs meeting AYP in the subgroup of students with disabilities \geq 93%.
2008 (SY 08-09)	LEAs meeting AYP in the subgroup of students with disabilities \geq 93.5%.
2009 (SY 09-10)	LEAs meeting AYP in the subgroup of students with disabilities \geq 94%.
2010 (SY 10-11)	LEAs meeting AYP in the subgroup of students with disabilities \geq 94.5%.

Revised Baseline Data for FFY 2004 (SY 04-05):

B. 92.2% Statewide Participation Rate for Students with Disabilities.

The following revised calculations¹⁹ are offered for FFY 2004 (SY 04-05).

¹⁹ Indiana does not have an alternate assessment against grade level achievement standards. Therefore, there is no (d) in any calculations for Target 3B.

For English/Language Arts:

$$26,538 + 64,347 + 6,186 \div 105,320 = 92.2\%$$

For Mathematics:

$$27,703 + 63,182 + 6,186 \div 105,320 = 92.2\%$$

FFY 2004 (SY 04-05)3rd4th5th6th7th8th9th10th

ISTEP+ Statewide Participation Rates								
Total GENERAL EDUCATION Pupils Participating	64,808	64,703	65,196	67,816	69,291	69,694	70,500	66,856
October 1, 2004 ChildCount	14,611	14,070	13,267	13,073	12,984	12,659	13,204	11,452
Total SPECIAL EDUCATION Pupils Participating	12,795	12,835	12,561	12,528	12,359	12,210	11,335	10,448
<i>Difference</i>	1,816	1,235	706	545	625	449	1,869	1,004
<i>Participation Rate</i>	87.6%	91.2%	95.7%	95.8%	95.8%	96.5%	85.8%	91.2%

FFY 2004 (SY 04-05)3rd4th5th6th7th8th9th10th

ISTEP+ GENERAL EDUCATION PUPILS PARTICIPATING								
English/Language Arts	64,808	64,703	65,196	67,816	69,291	69,694	70,500	66,856
Total Passing	52,392	51,015	51,468	52,506	52,554	52,056	51,955	49,933
Mathematics	64,808	64,703	65,196	67,816	69,291	69,694	70,500	66,856
Total Passing	50,097	50,386	50,655	54,493	55,014	54,286	52,446	46,794
ISTEP+ SPECIAL EDUCATION PUPILS PARTICIPATING								
E/LA w/Accommodations	5,898	7,063	7,846	8,693	9,093	9,231	8,454	8,069
Total Passing	1,347	1,605	1,687	1,788	1,646	1,734	1,293	1,499
Math w/Accommodations	5,750	6,891	7,671	8,434	8,856	9,082	8,436	8,062
Total Passing	1,589	2,217	2,468	2,767	2,605	2,355	2,143	1,679
E/LA w/o Accomms	6,158	5,062	3,959	3,033	2,521	2,156	2,043	1,606

FFY 2004 (SY 04-05)	3rd	4th	5th	6th	7th	8th	9th	10th
Total Passing	4,274	3,256	2,325	1,608	1,116	891	619	511
Math w/o Accomms	6,306	5,234	4,134	3,292	2,758	2,305	2,061	1,613
Total Passing	4,374	3,546	2,538	2,000	1,507	1,137	826	552
ISTAR PUPILS PARTICIPATING	739	710	756	802	745	823	838	773
Total Passing	673	573	577	623	551	623	624	594

Discussion of Baseline Data:

In FFY 2004 (SY 04-05), Indiana began looking at a student test number (STN) data collection system²⁰ to help facilitate the analysis of our student data. In doing so, the Student Information Questionnaire (SIQ) collection grid system was redesigned but not in a timely enough manner to be implemented for the 2004 assessment session because Indiana is a Fall Test Session state and the contact with the test publisher did not include such a change for FFY 2004 (SY 04-05). In preparation for the transition from the SIQ system to the STN system, the State discontinued collecting data on the number of general education students who used accommodations during the assessment. The IDOE contends that significant steps have been taken toward more efficiently managing Indiana's data and would like to present an overview of the FFY 2004 (SY 04-05) data in a manner similar to the one used to present the FFY 2003 (SY 03-04) data. This analysis includes data from three sources: the IDOE 2004 ISTEP+ data from the InfoCenter (specifically <http://www.doe.state.in.us/istep/2004/Data/F04StateDisag368.xls>, <http://www.doe.state.in.us/istep/2004/Data/StateDisag47.xls>, <http://www.doe.state.in.us/istep/2004/Data/F04StateDisag5.xls>, <http://www.doe.state.in.us/istep/2004/Data/F04StateDisag9.xls> and <http://www.doe.state.in.us/istep/2004/Data/F04StateDisag10.xls>), the DEL report #DOE-5 (the total unduplicated child count by grade for FFY 2004) and the ISTAR DEL report for October 31, 2004.

When a new data collection system is set in place it typically takes two to three years to work through the assortment of issues that arise. The failure to include Communication Disorder only (CD Only) students as children with a disability on the SIQ could again be attributable to some of the differences in the data for students in the 3rd through 5th grades. According to the October 1, 2004 count, there were 6,811 3rd grade students, 4,829 4th grade students, and 3,003 5th grade students counted as having a Communication Disorder (CD). In addition there were 3,895 students who were

²⁰ For more information on the STN reporting process, see <http://www.doe.state.in.us/stn/welcome.html>

enrolled in non-public schools²¹ who were identified as having a CD for the 2004-2005 school year. An average of those pupils across grade levels would be 354 pupils per grade level. The inability to back out the non-public school students from the data reported to the OSEP may be a contributing factor to inconsistencies, especially at grades below 7th grade (where the larger numbers of non-public school students were served).

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	The rate of participation of students with disabilities in state-wide assessments is \geq 95%.
2006 (SY 06-07)	The rate of participation of students with disabilities in state-wide assessments is \geq 95%.
2007 (SY 07-08)	The rate of participation of students with disabilities in state-wide assessments is \geq 95%.
2008 (SY 08-09)	The rate of participation of students with disabilities in state-wide assessments is \geq 95%.
2009 (SY 09-10)	The rate of participation of students with disabilities in state-wide assessments is \geq 95%.
2010 (SY 10-11)	The rate of participation of students with disabilities in state-wide assessments is \geq 95%.

Revised Baseline Data for FFY 2004 (SY 04-05):

C. 30.4% Statewide English/Language Arts Proficiency Rate for Students with Disabilities

37.2% Statewide Mathematics Proficiency Rate for Students with Disabilities

²¹ In Indiana, a nonpublic school is any school not maintained by a LEA, including home schooled students. The term includes private or parochial schools accredited by the Indiana State Board of Education. See <http://www.in.gov/legislative/iac/20061213-IR-512060039FRA.xml.pdf>.

The Federal formula for this indicator is Overall Percent = $[(b + c + d^{22} + e) \div (a)]$

English/Language Arts: $14,600 + 12,599 + 4,838 \div 105,320 = 30.4\%$

Mathematics: $16,480 + 17,823 + 4,838 \div 105,320 = 37.2\%$

FFY 2004 (SY 04-05)

3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
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STUDENTS WITH DISABILITIES OVERALL PROFICIENCY RATES								
October 1, 2004 ChildCount	14,611	14,070	13,267	13,073	12,984	12,659	13,204	11,452
<i>Overall E/LA Proficient</i>	43.1%	38.6%	34.6%	30.7%	25.5%	25.7%	19.2%	22.7%
<i>Overall Math Proficient</i>	45.4%	45.0%	42.1%	41.2%	35.9%	32.5%	27.2%	24.7%

FFY 2004 (SY 04-05)

3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
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ISTEP+ PUPILS PROFICIENT								
E/LA w/Accommodations	5,898	7,063	7,846	8,693	9,093	9,231	8,454	8,069
Total Passing	1,347	1,605	1,687	1,788	1,646	1,734	1,293	1,499
Math w/Accommodations	5,750	6,891	7,671	8,434	8,856	9,082	8,436	8,062
Total Passing	1,589	2,217	2,468	2,767	2,605	2,355	2,143	1,679
E/LA w/o Accomms	6,158	5,062	3,959	3,033	2,521	2,156	2,043	1,606
Total Passing	4,274	3,256	2,325	1,608	1,116	891	619	511
Math w/o Accomms	6,306	5,234	4,134	3,292	2,758	2,305	2,061	1,613
Total Passing	4,374	3,546	2,538	2,000	1,507	1,137	826	552
ISTAR PUPILS PROFICIENT	673	573	577	623	551	623	624	594

²² Indiana does not have an alternate assessment against grade level achievement standards. Therefore, there is no (d) in any calculations for Target 3C.

Discussion of Baseline Data:

At this time, students with disabilities continue to perform below their grade-level peers in both English/Language Arts and Mathematics. However progress continues to be made in terms of participation, use of appropriate accommodations, and performance for many students. Overall students with disabilities consistently perform better in Mathematics as compared to the English/Language Arts portion of the statewide assessment system. This may be due to the fact that students are allowed to have all the Mathematics questions read to them if those conditions are applicable to that student and specified in that student's IEP, whereas the reading comprehension questions cannot be read. Additionally when these accommodations are applicable, some students with disabilities are permitted to use a calculator for the Mathematics portion provided that they show their work.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 32% for English/Language Arts and \geq 38% for mathematics.
2006 (SY 06-07)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 33% for English/language Arts and \geq 39% Mathematics.
2007 (SY 07-08)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 34% English/Language Arts and \geq 40% Mathematics.
2008 (SY 08-09)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 35% English/Language Arts and \geq 41% Mathematics.
2009 (SY 09-10)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 36% English/Language Arts and \geq 42% Mathematics.
2010 (SY 10-11)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is \geq 37% English/Language Arts and \geq 43% Mathematics.

Improvement Activities/Timelines/Resources:

The SPP that was previously submitted provided the following improvement activities and timelines/resources for Year 1 of the SPP.

FFY 2005 (SY 05-06)

- a. The use of highly qualified teachers will positively influence student achievement.
- b. LEAs will continue to align curriculum, instruction, and assessment through web-based the IDOE resources.
- c. All special educators will be highly qualified by the end of the FFY 2005 (SY 05-06).

Resources: The IDOE/DEL, the IDOE/Division of Professional Standards, Indiana institutions of higher education (IHEs), highly qualified educators from throughout the state, Indiana's University Forum²³, and other interested stakeholders.

After thorough review and careful consideration, the following changes are being made to the improvement activities in this revised SPP. These improvement activities will be implemented over the next four years.

Revision to Activities and Resources**FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)**

When a LEA has not met AYP for the students with disabilities subgroup for any given year, the LEA will be moved into Level 2 of the CIFMS as described at Indicator 15. Improvement activities for LEAs not meeting compliance on this indicator will be based upon the LEA valuation and individualized action plan developed pursuant to the requirements of Indicator 15.

Improvement Activity	Timelines	Resources
LEAs identified as not making AYP for students with disabilities on the state assessment will be required to develop a corrective action plan for ensuring compliance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, the ISTAR Project, and other grant activities sponsored by the DEL.
LEAs identified as not meeting the required participation rate for students with disabilities on the state assessment will be required to develop a corrective action plan for ensuring compliance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, the ISTAR Project, and other grant activities sponsored by the DEL.
LEAs identified as not achieving targeted levels of proficiency for students with disabilities on the state assessment will be required to develop a corrective action plan for ensuring compliance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, the ISTAR Project, and other grant activities sponsored by the DEL.

²³ For more information on the University Forum, see <https://www.indstate.edu/soe/iseas/forum1.html>.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.*

* Sub-indicator B (by race and ethnicity) reporting is not required.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.*

* Sub-indicator B (by race and ethnicity) reporting is not required.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

Due to the past inaccuracies of the State Performance Plan (SPP), the entire SPP for this indicator has been revised to bring Indiana in compliance with the Office of Special Education Program's (OSEP) recommendations for the State.

In order to ensure access to free and appropriate public education (FAPE) in the least restrictive environment (LRE) as a means of improving services and results for children with disabilities, the DEL, the Equity Project at Indiana University (Equity Project), the Indiana State Improvement Grant (INSIG), and the Indiana Civil Rights Commission (ICRC), in consultation with the National Technical Assistance Center on Positive Behavior Interventions and Supports, have been collaborating to develop an initiative

known as Culturally Responsive School Wide Positive Behavior Supports (CRSWPBS). The state of Indiana values the importance of School Wide Positive Behavior Supports and culturally responsive classroom management in the education of students with disabilities. Beginning in FFY 2008 (SY 08-09), the DEL will establish and maintain a positive behavior supports network in the state of Indiana. The DEL will work with a statewide advisory board, external consultants, and the National Technical Assistance Center on Positive Behavior and Intervention Supports to determine the best way to build and maintain such a network.

Following consultation with OSEP staff members and North Central Regional Resource Center (NCRRC) staff, the DEL refined the definition (and subsequently the criteria) for significant discrepancy in suspension and expulsion.

Indiana defines *significant discrepancy in the rates of suspensions and expulsions greater than 10 days of students with disabilities* as an incidence rate that is three times or higher than the state incidence rate for two consecutive years. Determinations regarding significant discrepancy are made on annually.

Two data sets are used to explore the extent for which significant discrepancy is prevalent in the discipline of students with disabilities in Indiana schools. General enrollment figures for each local educational agency (LEA) are obtained from the IDOE. Currently there is one data collection process for general education, which includes students with disabilities since they are part of the general education student body, and a separate data collection system for special education funding, the Computerized Data (CODA) Project²⁴.

The IDOE has a two step process for determining that a LEA has *significant discrepancies* in the rates of suspensions and expulsions of its children with disabilities. The first step is the calculation of the state incidence rate of suspensions and expulsions for greater than ten days of students with disabilities.

$$\text{State Susp./ Exp. Incidence Rate} = \frac{\text{\# of Suspensions/Expulsions of Children with Disabilities}}{\text{\# of Children with Disabilities}}$$

Once the State incidence rate has been calculated, then an incidence rate for each LEA is calculated using the same formula, and compared to the State Suspension/Expulsion Incidence Rate. LEAs whose rates are three times or higher than the state incidence rate for two consecutive years are identified as having a *significant discrepancy* in the rates of suspensions and expulsions of students with disabilities. Those LEAs whose rates are two times or higher the state incidence rate for two consecutive years are identified as being *at-risk* for significant discrepancy in the rates of suspensions and

²⁴ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

expulsions of students with disabilities. Both categories require further monitoring as described in Indicator 15.

Baseline Data for FFY 2004 (SY 04-05):

In the previous SPP, the baseline for FFY 2004 (SY 04-05) indicated there were seven LEAs that evidenced a significant discrepancy in the number of suspensions/ expulsions of 10 days or greater for students with disabilities given a sample size greater than 30 students which represented 2.3% of the LEAs in the state. In consultation with OSEP staff after the initial SPP was submitted, the State recognized that there were errors in these calculations. Following consultation with the OSEP staff members, the IDOE's criteria for identification of *significant discrepancy* with respect to suspension and expulsion have been changed, and the numbers were recalculated for the FFY 2003 (SY 03-04), FFY 2004 (SY 04-05) and FFY 2005 (SY 05-06) data.

Discussion of Baseline Data:

LEAs identified as having *significant discrepancies* that are three times or higher than the state incidence rate are required to examine their data and submit an action plan to the DEL. This action plan will specify how the LEA will examine policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and the use of procedural safeguards to ensure compliance with IDEA requirements. In addition, they will be required to work with the DEL, the Equity Project and the ICRC to implement CRSWPBS.

LEAs identified as being *at-risk* for having significant discrepancies, having two times or higher the state incidence rate will be required to examine their data and submit an action plan to the DEL.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year will be equal to/or less than 1.50%.
2006 (SY 06-07)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year will be equal to/or less than 1.25%.
2007 (SY 07-08)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a

FFY	Measurable and Rigorous Target
	school year will be equal to/or less than 1.00 %.
2008 (SY 08-09)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year will be equal to/or less than 0.75%.
2009 (SY 09-10)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year will be equal to/or less than 0.50%.
2010 (SY 10-11)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year will be equal to/or less than 0.25%.

Improvement Activities/Timelines/Resources

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are more measurable and are better aligned to Indicator 4.

Improvement Activity	Timelines	Resources
a. Review, update and disseminate the IDOE/ICASE publication, Alternatives to Suspension and Expulsion b. Conduct an analysis of efforts of schools with positive suspension/expulsion data to determine whether Alternative Programs are effective interventions. c. Collaborate with Indiana High School Dropout Prevention Taskforce, led by IDOE's new High School Redesign Coordinator, to identify effective strategies for reducing suspensions and expulsions.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11) <i>Discontinued/ Modified FFY 2007 (SY 07-08)</i>	a. The DEL, Indiana Council of Administrators of Special Education (ICASE) and stakeholders b. The DEL c. The DEL and Taskforce on Dropout Prevention

Improvement Activity	Timelines	Resources
Expand technical assistance to identified LEAs provided by the Equity Project.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11) <i>Discontinued/Modified FFY 2007 (SY 07-08)</i>	The DEL, Center for Evaluation and Education Policy, LEAs and staff.
Review the current established definition of Significant Discrepancy and revise, if determined appropriate, to ensure access to FAPE in the LRE as a means of improving services and results for children with disabilities.	FFY 2007 (SY 07-08)	The IDOE, Equity Project, ICRC and INSIG
LEAs identified with significant discrepancy will form a district-wide Local Equity Action Development (LEAD) team to address discrepancy issues. With technical assistance from the DEL and the Equity Project, the LEAD team will develop and evaluate a plan for addressing all areas of significant discrepancies.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL and Equity Project personnel; NCRRRC
Professional development activities and/or technical assistance will be provided statewide on: <ul style="list-style-type: none"> • Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems; • Embedding early interventions in the culture of daily practice; • Utilizing Problem Solving Process to enhance the effectiveness of early intervention teams; • Designing IEPs aligned with the general education curriculum to ensure education benefit; • Ensuring culturally responsive instructional and classroom management practices with all children; • Ensuring culturally responsive communication/interaction with all families; 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL

Improvement Activity	Timelines	Resources
<ul style="list-style-type: none"> • Differentiated instruction in all classrooms • Effective use of assessment and progress monitoring tools; • Understanding language proficiency and academic achievement issues for ELL students; • Continuation and expansion of “Courageous Conversations about Race”; and, • Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports. 		
A statewide “Closing the Opportunity Gap” institute will be held each Summer or Fall each year. Attendance will be open to all LEAs in the state, but will be required for any LEA with significant discrepancy or at-risk of significant discrepancy.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The DEL and Equity Project ; NCRRC
Coordinate activities with the School Wide Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The IDOE
LEAs identified with significant discrepancies will receive training in Culturally Responsive School Wide Positive Behavior Supports.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The IDOE, Equity Project, ICRC and INSIG

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

[20 U.S.C. 1416(a)(3)(A)]

Measurement:

- A. Percent = $\left[\frac{\text{\# of children with IEPs removed from regular class less than 21\% of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \text{ times } 100.$
- B. Percent = $\left[\frac{\text{\# of children with IEPs removed from regular class greater than 60\% of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \text{ times } 100.$
- C. Percent = $\left[\frac{\text{\# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \text{ times } 100.$

Overview of Issue/Description of System or Process:

During the individualized education program (IEP) development process, the case conference committee (CCC) determines that appropriate goals and objectives have been written, students are placed in the least restrictive environment (LRE) according to the amount of time they are removed from the regular classroom setting. At the federal level, the No Child Left Behind Act (NCLB) and the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA 2004) have further motivated schools to deliver the core content to students with disabilities in the general education classroom staffed by content-certified teachers meeting NCLB's highly qualified requirements. Indiana educators developed a method by which teachers not new to the profession can demonstrate competency in each subject they teach on the basis of a "High Objective Uniform State Standard of Evaluation" (HOUSSE). The Indiana Department of Education (IDOE) began revising the current HOUSSE in February 2005. The Highly Qualified Teachers (HQT) committee met monthly for a little over a year,

from February 2005 to April 2006, and had all of the HQT documents – HOUSSE, HQT definitions and certain policies reviewed and approved by the US Department of Education's Office of Elementary and Secondary Education. Additionally, members of the committee participated in monthly conference calls provided by the Chief Council for State Superintendents Organization's (CCSSO) Center for Improving Teacher Quality (CTQ). Committee members also attended CCSSO's CTQ conference in October 2005 & the committee used this knowledge in the development of the HOUSSE. The HOUSSE standard provides "objective coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches" [Section 9101(23)(C)(ii)(III)].

As part of the December 1 Child Count, all local educational agencies (LEAs) are responsible for entering the placement data for all students within their LEAs into the Integrated Electronic Management system (IEM). The data is sent to the Computerized Data (CODA) Project²⁵. The DEL staff disaggregates the data to analyze specific LRE placement by LEA. The data is transmitted to the LEAs for verification and review as described in the Continuous Improvement Focused Monitoring System (CIFMS). (see indicator 15).

Baseline Data for FFY 2004 (SY 04-05): ²⁶

Percent of children with IEPs ages 6 – 21

- A. Removed from regular class less than 21% of the day 60.35%;
- B. Removed from regular class greater than 60% of the day 15.32%;
- C. Served in either public/private separate schools or in residential placements 1.24%.

Discussion of Baseline Data:

After the data has been collected at the CODA Project, the percentage per placement category is calculated for each special education planning district and LEA.

Although Indiana's trend data indicates that the percentage increase per year is minimal, it is still above the national average. Also noted is the combined percentage of *A. regular class placement* and *B. resource room placement* exceeds 82.88%. DEL will continue to use trend analysis to monitor and determine the appropriateness of the measurable and rigorous targets. These targets will be adjusted as needed.

²⁵ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

²⁶ Data Source: 2005-2006 Statistical Report, March 2006 Page 13

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	<p>A. The percent of students with IEPs removed from regular class less than 21% of the day is equal to or greater than 60.36%.</p> <p>B. The percent of students with disabilities removed from regular class greater than 60% of the instructional day is equal to or less than 15.31%.</p> <p>C. The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.23%.</p>
2006 (SY 06-07)	<p>A. The percent of students with IEPs removed from regular class less than 21% of the day is equal to or greater than 60.37%.</p> <p>B. The percent of students with disabilities removed from regular class greater than 60% of the instructional day is equal to or less than 15.30%.</p> <p>C. The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.22%.</p>
2007 (SY 07-08)	<p>A. The percent of students with IEPs removed from regular class less than 21% of the day is equal to or greater than 60.38%.</p> <p>B. The percent of students with disabilities removed from regular class greater than 60% of the instructional day is equal to or less than 15.29%.</p> <p>C. The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.21%.</p>
2008 (SY 08-09)	<p>A. The percent of students with IEPs removed from regular class less than 21% of the day is equal to or greater than 60.39%.</p> <p>B. The percent of students with disabilities removed from regular class greater than 60% of the instructional day is equal to or less than 15.28%.</p> <p>C. The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.20%.</p>
2009 (SY 09-10)	<p>A. The percent of students with IEPs removed from regular class less than 21% of the day is equal to or greater than 60.4%.</p> <p>B. The percent of students with disabilities removed from regular class greater than 60% of the instructional day is equal to or less than 15.27%.</p> <p>C. The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.19%.</p>
2010 (SY 10-11)	<p>A. The percent of students with IEPs removed from regular class less than 21% of the day is equal to or greater than 60.41%.</p> <p>B. The percent of students with disabilities removed from regular class greater than 60% of the instructional day is equal to or less than 15.26%.</p>

FFY	Measurable and Rigorous Target
	C. The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.18%.

Improvement Activities/Timelines/Resources:

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are actual improvement activities, more measurable and are better aligned to Indicator 5.

Improvement Activity	Timelines	Resources
a. Indiana Creative Problem Solving Initiative b. Indiana Facilitated Case Conference Training c. Indiana State Improvement Grant d. Continuous Improvement Focused Monitoring	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11) Revised FFY 2007 (SY07-08)	a./b. Bloomberg Center, Indiana State University c. Indiana State Improvement Grant (IN-SIG) staff d. The DEL staff
Investigate the need for research and evaluation regarding LRE policies and practices in Indiana.	FFY 2007 (SY 07-08) through FFY 2008 (SY 08-09)	The IDOE and projects supported by the DEL
LEAs not meeting the determined targets for LRE categories will complete a self-assessment process that includes a tool addressing factors influencing LRE placements.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL
LEAs not meeting the determined targets for LRE categories will as a district-wide team, with technical assistance from the DEL and the indicated project personnel, develop and evaluate a plan for addressing factors influencing LRE placements (see Indicator 15, Level 4).	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL
Professional development activities and/or technical assistance will be provided statewide on: o Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL

Improvement Activity	Timelines	Resources
<p>responsive instructional systems;</p> <ul style="list-style-type: none"> ○ Embedding early interventions in the culture of daily practice; ○ Designing IEPs aligned with the general education curriculum to ensure education benefit; ○ Ensuring culturally responsive instructional and classroom management practices with all; ○ Ensuring culturally responsive communication/interaction with all families; ○ Differentiated instruction in all classrooms; ○ Understanding language proficiency and academic achievement issues for English Language Learners; ○ Assessment and progress monitoring tools; ○ Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports; and ○ Facilitated IEP training. 		
Coordinate activities with the Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE
Revise state guidelines for eligibility determination and service, and provide statewide training on appropriate identification of students with disabilities.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE personnel and Statewide stakeholder groups
Support training and information sharing sessions conducted by other public or private agencies on LRE for families and school/agency personnel.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL
Conduct parent/family support in LRE through training and material dissemination.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

The instructions for collecting preschool least restrictive environment (LRE) data under Section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from previous collection, and not consistent with FFY 2005 Indicator 6; therefore, the Office of Special Education Programs (OSEP) instructed states to not report on Indicator 6 for FFY 2006. The OSEP will propose changes to Indicator 6 consistent with the revised 618 State-reported data requirements regarding preschool LRE.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

[20 U.S.C. 1416(a)(3)(A)]

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

Overview of Issue/Description of System or Process:

Not Applicable

Baseline Data for FFY 2004 (SY 04-05):

Not Applicable

Discussion of Baseline Data:

Not Applicable

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Not Applicable

FFY	Measurable and Rigorous Target
2006 (SY 06-07)	Not Applicable
2007 (SY 07-08)	Not Applicable
2008 (SY 08-09)	Not Applicable
2009 (SY 09-10)	Not Applicable
2010 (SY 10-11)	Not Applicable

Improvement Activities/Timelines/Resources:

Not Applicable

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 7: Percent of preschool children with individualized education programs (IEPs) who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

[20 U.S.C. 1416 (a)(3)(A)]

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

Measurement:**B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):**

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

Measurement:**C. Use of appropriate behaviors to meet their needs:**

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process²⁷:

The Office of Special Education Programs (OSEP) expects to receive information on early childhood outcomes progress data and improvement activities in the FFY 2007 (SY 07-08) submission of the SPP. This is the second time that states are required to report entrance and exit data on the three early childhood outcomes. Therefore, there is no APR for Indicator 7 in FFY 2007 (SY 07-08). States will not be required to report baseline and targets on this indicator until February, 2010.

The Indiana Department of Education (IDOE), Center for Exceptional Learners (CEL) utilizes the Indiana Standards Tools for Alternate Reporting (ISTAR)²⁸ to measure and monitor individual child process and to report on the three early childhood outcomes. The ISTAR assessment is a web-based standards/foundations-referenced assessment system developed, provided and supported by the IDOE through a grant to the Individualized Classroom Accountability Network (ICAN)²⁹ Project. The system utilizes both teacher and parent ratings to measure the progress made by students. For the purpose of measuring student progress during this reporting period, performance was considered according to four levels of proficiencies prior to kindergarten for children from birth through age five; these levels are referred to as Birth 1 (B1) = birth to two years of age, Birth 2 (B2) = two to three years of age, Foundation 1 (F1) = three to four years of age, and Foundation 2 (F2) = four to five years of age. Beginning in the spring of 2009, student performance will be presented in a new arrangement based on the findings of recently concluded General Supervision Enhancement Grant (GSEG) studies. The interface and the reports will address the three outcome areas rather than the discipline and domain areas. This new assessment, the ISTAR-KR (Indiana Standard Tool for Alternate Reporting – Kindergarten Readiness) is discussed in detail under the Improvement Activities section.

Throughout this reporting period, state policy required the assessment of students within the first quarter of entry into a preschool program, annually during the quarter of the birth date and within the quarter of exiting preschool. The system allowed for more

²⁷ Indicator 7 SPP was revised February 2, 2009 as suggested by the Early Childhood Outcomes

²⁸ Details regarding the criteria for use of the ISTAR assessment in lieu of ISTEP+ can be accessed at: <https://ican.doe.state.in.us/istar/Criteria/criteriadocs/updates/criteriaspecneeds.pdf>.

²⁹ ICAN is a web-based software system which supports instructional accountability. Details regarding the ICAN can be accessed at: <https://ican.doe.state.in.us/ICANnet/icangettingstarted.htm>

frequent assessments as a local option. Assessment procedures were outlined in the ISTAR manual which is available on the IDOE website. Training included sessions during semi-annual administrative conferences as well as more than 40 regional hand-on trainings which occurred during the fall months. Quality assurance activities focused on the completeness and timeliness of the assessment with the provision of a dynamic compliance chart that administrators could use to visually track the students records that were ready for state collection and those that remained incomplete as the deadline approached.

This was the last reporting year that children participating in Communication Disorder only services could be solely assessed by the speech therapist on items related to speech. Beginning spring of 2009, a complete assessment of all children in early childhood programs will be required through the ISTAR-KR. This is due to the following factors:

- The data reported from this deficit model only included data on the deficit, not the entire construct of each of the three outcome areas. Therefore, progress on the whole child was much less likely to be captured through the limited data set as evidenced in the outcome data reported in 2007 and in this report.
- The ISTAR-KR is scheduled for delivery February 1, 2009. This assessment leverages the findings from the GSEG study to permit a more efficient and robust assessment that is more feasible for evaluation teams of any size. There will no longer be a separate column necessitated for speech interface in the SPP for FFY 2009 (SY 09-10).
- The State of Indiana is moving all assessments to a spring schedule. Therefore, the software revisions for early childhood were necessarily bundled into the February 1, 2009 delivery schedule.

The current data system, the ISTAR, will harvest all individual baseline assessments in tables for next year's comparisons. Each entry score will be flagged as to if the score represents achievement comparable to same-aged peers. The ISTAR-KR will have an improved method for getting at that construct of achievement with peers. Therefore, until the new system has been used long enough to cycle through from exit to entrance, researchers will be comparing achievement categories derived with two different methods, the ISTAR and the ISTAR-KR.

Baseline Data:

Although this is NOT baseline data, the tables below show the progress data for children who exited during the FFY 2007 (SY 07-08) reporting periods, who had both entry and exit data and participated in the Early Childhood Special Education program for at least six months.

Outcome 1: Positive social-emotional skills (including social relationships:	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%

a. Percent of preschool children who did not improve functioning.	22	2.5%	226	14.1%	248	10%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	135	15.3%	960	59.9%	1,095	44.1%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	21	2.4%	238	14.8%	259	10.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	66	7.5%	30	1.9%	96	3.9%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	637	72.3%	149	9.3%	786	31.6%
Total	881	100%	1,603	100%	2,484	100%

Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and early literacy):	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	26	3%	185	11 %	211	8.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	681	77.2%	914	57%	1,595	64.2%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	132	15%	349	21%	481	19.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	19	2.2%	23	1%	42	1.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	23	2.6%	132	8%	155	6.2%
Total	881	100%	1,603	100%	2,484	100%

Outcome 3: Use of appropriate behaviors to meet their needs:	# and % of children	# and % of children using	# and % of children
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	Full ISTAR		speech interface		combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	13	1.5%	321	20%	334	13.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	105	11.9%	1,279	79.8%	1,384	55.7%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	6	.6%	3	.2%	9	.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	53	6%	0	0%	53	2.1%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	704	80%	0	0%	704	28.3%
Total	881	100%	1,603	100%	2,484	100%

Discussion of Baseline Data:Procedures used to collect and analyze data and determine the progress categories:

Although the ISTAR assessments were required during the quarter of the student's entrance, exit and birth month, the web-based assessment system could be used by educators at any time during the course of a given year. The data was harvested quarterly and historical data tables were stored for reference and analysis.

From the child count data system of quarterly reports, a table of student identification numbers, student test numbers (STNs), was produced. This table contained the STNs of all students reported for the first time after July 1, 2007. If a child's STN was included in the table, it was assumed that the child's entry date into the early childhood program was during the collection period. This list was then reduced to include only the STNs that were discontinued prior to June 30, 2008. An STN was considered discontinued or exited if they were no longer reported for child count purposes or if they reached kindergarten age. If a student did not remain in the early childhood program for six months, this STN was removed from the list as well. This process produced a list of 9,796 STNs.

This list of STNs was then merged with the ISTAR assessment history tables to identify the scores of these particular students at the various points of assessment. The dates of the most recently completed assessment and the first completed assessment were then mapped to birthdates to create a chart of the ages of the students at the time of the assessments.

A cut score directory was created as a reference table to determine if the score would be considered to be peer level at the time of the assessment. The cut scores for this report are based on a consensus process of early childhood experts. Cut scores using the new ISTAR-KR will be more defensible in terms of standardized expectations based on two-month age increments.

Phasing out of the ISTAR and into the ISTAR-KR, the time period reported here still includes the collection of data through a speech interface was created to address the particular expertise of a speech-language pathologist (SLP). For this reason, the progress of students with communication disability only is reported in the three outcome areas as required but is calculated using a subset of data points from the full assessment used for students benefiting from a classroom program.

In the final steps of the analysis, the list of STNs was sorted into the five progress categories for each outcome by first identifying all of the STNs with neither scores achieving peer equivalency. The children whose first score was higher or equal to the most recent score were counted in category **(a)** *Percentage of children who did not improve functioning*.

For the remaining STNs, the entry assessments were compared to the peer level cut scores to bifurcate the group that had achieved peer level from the group that had not achieved a peer level equivalency upon entering preschool. Of the first group, if both the first and second assessment scores were equal to or above the peer level cut score, this STN was counted in category **(e)** *Percentage of children who maintained functioning at a level comparable to same-aged peers*.

If the first assessment score was below the peer level but the second assessment was at or above peer level, this score was counted in the category **(d)** *Percentage of children who improved functioning to reach a level comparable to same-aged peers*.

If the first and second scores were below peer level but the second score was at least improved from the first score, the child was considered to be improving but not to peer level. If the second score did not approach the cut score of a student one year younger, this STN was counted in the category **(b)** *Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers*. If the second score was within a year of the peer level, this STN counted in category **(c)** *Percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it*.

Measurement Strategies for Collecting the Data:

Who is included in the measurement, i.e., what population of children and when did measurement occur?

As a condition of eligibility for Part B and 619 funds, local educational agencies (LEAs) must use the ISTAR assessment to measure progress of all early

childhood students with disabilities that have been served for at least six months. An ISTAR assessment is expected during the quarter of their entry, exit, and birth date of each year. The collection dates of October 31, January 31, April 30 and July 31 mark the end of each quarter.

Who conducted the assessment?

The ISTAR ratings are typically completed by teachers, SLPs, and related services personnel who know the child best. For items that exceeded the experience of school personnel, collaboration with the parent was expected.

What data will be reported to the state?

The ISTAR assessment technology was designed to allow for the direct harvesting of student progress by the state. Prior to the most recent OSEP categories, the data was reported by the ISTAR Project staff based on the foundational categories of English/language Arts, mathematics, physical skills, personal care skills, and social-emotional skills. Due to the new reporting requirements, the LEA will report quarterly on the entrance/exit status of preschool students registered in the STN system and will continue to rate each student during the quarter of entrance, exit, and birth date. Following the validation activities of the GSEG, the data will be regularly collected, reported, and displayed on the IDOE website in aggregate based in terms of the five levels of three outcomes.

The criteria used to determine whether a child's functioning was "comparable to same aged peers:"

The early childhood experts that worked with the CEL in developing the early childhood performance indicators reached consensus that when a child demonstrates 70% of the skills in English/language arts and mathematics, and the speech interface content areas (B1= birth to two, B2= 2 to 3 years of age, F1= 3 to 4 years of age, and F2= 4 to 5 years of age), this was determined to be functioning at "comparable to same aged peers." This was done as a "best estimate" in absence of normative data forthcoming from the current study.

The functional achievement indicators measure growth throughout the student's life. Therefore, 100% represents what would be expected of a fully independent adult. Children in an early childhood program would be expected to score low in these areas. When children demonstrated 15% (age 3-4), 20% (age 4-5), or 25% (age 5-6) in personal care skills, this was determined to be "comparable to same age peers." When children demonstrated 40% (age 3-4), 50% (age 4-5), 60% (age 5-6) in physical skills this was determined to be "comparable to same aged peers." When children demonstrated 20% (age 3-4), 25% (age 4-5), or 30% (age 5-6) in social-emotional skills, this was determined to be "comparable to same aged peers."

As noted earlier, since the pilot sites and number of children were limited, the GSEG studies included the measurement of 300 same-aged peers using the ISTAR and the Assessment, Evaluation and Programming System (AEPS). It is the intention of the CEL to revisit these performance indicators following the analysis of this data which will confirm or advance our understanding of what would be considered reasonable scores for children without disabilities.

Explanation of currently reported data and revisions to the process

After analysis of the data, the CEL believes the disaggregated data for students assessed with the speech interface does not reflect expected progress. The primary reason for this is that the set of items identified as relevant to the knowledge base of SLPs is not representative of a comprehensive measure of the child. Children with communication disorders who only receive speech services are not children with significant disabilities. No children with communication disorders only that received speech-only services from the SLP were reported as maintaining or reached functioning comparable to same aged peers in using appropriate behaviors to meet their needs. The following hypotheses were present in the previous SPP and may continue to account for the out of range data until the system cycles through to ISTAR-KR:

- Since SLPs provided input into the development of the four levels and performance indicators within their scope of work, the ISTAR assessment in total for speech-only students did not include domains beyond those addressed through speech therapy. The skill indicators for social interaction, comprehension, and expressive language were taken from other parts of the ISTAR. The stakeholder group prioritized the skills in the ISTAR to be assessed, thereby, shortening the number of skill sets in each level. Speech intelligibility plus social interaction indicators were identified as the major set of performance indicators in identifying whether children with communication disorders have the appropriate behaviors to meet their needs. However, the data demonstrate that by only assessing speech intelligibility and social interactions, it is difficult to show growth in these levels in children with communication disabilities. The speech interface appears to be built around a deficit model so it is difficult to show progress. It is hypothesized that the four levels of the assessment are too narrow in scope to represent the whole child when considering whether the child demonstrates positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.
- One of the first steps in the analysis of the data identified students who showed at least one data point at peer level. Because the speech interface only measured skills specific to speech therapy, this could have eliminated from the highest categories most of the students who qualified based on their sole need for speech therapy. Schools typically do not provide speech

therapy for students who are age-appropriate in skills specific to speech therapy.

- SLPs could not answer with validity and reliability whether the child had demonstrated the skills, whether the skills were developing, or whether there was no evidence of progress on the four levels of achievement indicators. They may only see children for a short time and not necessarily in settings with other children. Rather than seeking input from the parent regarding the progress on performance indicators, they reported “not evident.” This could explain the high number of children with communication disorders showing little or no progress.

The aggregated progress data for children with disabilities that were assessed with all of the components of the ISTAR appears to be valid. Since this is the first data collection, there has not been an opportunity to analyze the data over time. The data appears to show sensible patterns of progress. The “n” size of 2,484 children is representative of the number of children that participated in the ISTAR assessment. The process of integrating data that utilizes different fields from the Computerized Data Project (CODA)³⁰ and the ISTAR data system proved difficult. Staff from the ISTAR assessment project spent many hours completing a variety of data runs to verify entry and exit information. It was determined that the ISTAR-KR will add a finalization step to the assessment process that captures the assessment’s purpose as entrance or exit. To avoid user error, this will default to entrance when it is the first time that the STN is preschool. Collections will be compared with child count information to be verified and will eventually become one with the child count system. Also, the term “exit” needs to be defined in the data systems to mean leaving preschool, not moving.

Revisions in the ISTAR to accurately measure and report the three early childhood outcomes:

- The speech interface will be eliminated and all children with disabilities will be assessed with the ISTAR assessment. When a provider does not have sufficient opportunity to observe and rate the child on the performance indicators, parent input will be obtained.
- One authoritative data source that provides the number of children that enter and exit early childhood services.
- The definition of “comparable to same aged peers” will be revised based on GSEG activities and a replication study slated for spring 2009.
- The ISTAR assessment was amended and reorganized to be more closely aligned with the early childhood outcomes based on the results of the alignment study from winter 2008.
- The ISTAR assessment will be amended to enhance performance indicators for the earliest stages of development based on the results of GSEG.

³⁰ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

Provision of training and technical assistance supports:

- Regional trainings are scheduled across the State for directors, coordinators, monitors, lead teachers, and other assigned personnel. It is the LEA's responsibility to provide training to their local staff. Training is also held periodically at the ISTAR lab located in Indianapolis and annually at regional educational service centers.
- Two sessions per day are conducted to assist local leaders in staff training and management of the ISTAR data. Training material, including handouts and PowerPoint presentations, are available for immediate viewing and use on the ISTAR website.³¹
- The Handbook on Alternate and Supplemental Assessment in Indiana is updated annually and is made available to LEA administrators and staff. The handbook provides comprehensive information on the ISTAR assessment.
- Early childhood practitioners have been provided with copies of the Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 which gives information and guidance on how to integrate into practice the desired outcomes measured by the ISTAR assessment. Many LEAs utilize the ICAN³² integrated technologies that allow users to manage individualized curriculum and analysis through standards-based accountability tools that are integrated with the ISTAR assessment. School sites are invited to become ICAN partners. The integrated technology is free of charge. The ISTAR and ICAN software program is able to communicate with a centralized server bank via the internet.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcomes data:

Procedures that ensure the accuracy and completeness of the child outcomes data includes:

- The software has particular features that alert the user to required data and assure completeness of the assessment;
- A compliance report and other administrative tools provide local administrators the means for managing and monitoring the process. Administrators must verify that all reports are completed accurately and within the mandatory time frames;

³¹ The ISTAR website may be found at:

<https://ican.doe.state.in.us/COMMON/help/Reference/istarref.htm>

³² ICAN is a web-based software system which supports instructional accountability. Details regarding the ICAN can be accessed at:

<https://ican.doe.state.in.us/ICANnet/icangettingstarted.htm>

- ISTAR staff did training on the compliance report and utilization of the CEL Dashboard that accesses data management tools. ISTAR staff maintained a support response time of about 1 hour per request; and
- The CEL, with the assistance of the ISTAR staff, will analyze student progress on the early childhood outcomes in a variety of ways including by LEA, by types of disabilities, and by length of time in service in order to identify variations and strange patterns.

Progress data reported in FFY 2010 (SY 10-11) will be considered baseline data.

FFY	Measurable and Rigorous Target
2010 (SY 10-11)	Targets will be set in 2010

Improvement Activities/Timelines/Resources:

As a result of quality assurance activities and the anticipated results from the validity and reliability studies completed through the GSEG, new improvement activities have been developed in the SPP FFY 2007 (SY 07-08) submission.

Improvement Activities	Timelines	Resources
<p><u>Data collection and reporting procedures</u></p> <p>1. Revise and reorganize the ISTAR assessment to better align with the early childhood outcomes based on the research and evidence from the GSEG.</p> <p>Made available for final public comment December 10, 2008 – January 9, 2009</p>	FFY 2007 (SY 07-08)	The ICAN Project, the CEL, and GSEG workgroups.

<p>2. Develop a uniform definition of “entry” and exit” that will be utilized and tracked in one authoritative data source.</p> <p>The ISTAR-KR system will collect this flag to compare to child count data starting February 1, 2009.</p>	FFY 2008 (SY 08-09)	The ICAN Project, the CODA Project, the IDOE Center for Information Systems and the CEL.
<p>3. Provide child progress data in a variety of formats including by LEA, by reported disabilities, and by length of time in services.</p> <p>The ICAN Project is intending to present on the secure website a dynamic indicator compliance data charts by LEA.</p>	<p>FFY 2007 (SY 07-08)</p> <p>FFY 2008 (SY 08-07)</p>	The CODA Project, the IDOE Center for Information Systems, ICAN Project and the CEL.
<p>4. Utilize OSEP Technical Assistance Centers such as the Early Childhood Outcomes Center (ECO) and the National Early Childhood Technical Assistance Center (NECTAC) to help improve the quality of the data, training, and reporting procedures.</p>	FFY 2005 (SY 05-06) through 2010 (SY 10-11)	The ECO, the NECTAC, and the CEL.
<u>Monitoring Process and Quality of Data</u>		
<p>1. Utilize CODA Project, the IDOE Information Technology Division, and ISTAR data to verify that all early childhood students with disabilities are being assessed with the ISTAR assessment at the time of entry and exit.</p>	FFY 2005 (SY 05-06) through 2010 (SY 10-11)	The ICAN Project, the CODA Project, the IDOE Center for Information Systems, and the CEL.
<p>2. Eliminate use of the ISTAR speech interface.</p> <p>The ISTAR-KR system will collect comprehensive data only starting February 1, 2009.</p>	FFY 2008 (SY 08-09)	The ICAN Project and the CEL.

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<p>2. The ICAN Project will publish a manual on line and in print. It will include the following chapters/modules:</p> <ul style="list-style-type: none">• Requirements for the OSEP;• Observing for Assessment;• Analysis and Reporting;• Adjusting Curriculum;• Resources and Environment;• Progress Monitoring; and,• ISTAR-KR Step-by-Steps.		
<p>3. The CEL Staff will provide the ISTAR assessment information to early childhood administrators at their fall and spring conferences.</p>	<p>FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)</p>	<p>The CEL staff and early childhood administrators.</p>

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

[20 U.S.C. 1416(a)(3)(A)]

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Overview of Issue/Description of System or Process:

The State of Indiana values the importance of parent involvement in the education of students with disabilities. With hopes of ensuring facilitated parent involvement as a means of improving services and results for children with disabilities, the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) is implementing a revised sampling plan to collect survey information on this indicator from parents throughout Indiana. The DEL will sample the State's local educational agencies (LEAs), which include public school corporations, charter schools, and state-operated facilities, in order to collect survey data from parents of students with disabilities ages 3-21.

The DEL collaborated with the North Central Regional Resource Center (NCRRC) to develop the sampling strategies for this indicator. The DEL utilized parent survey components developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The DEL incorporated selected portions of the NCSEAM survey into the State's current parent survey, which consists of 33 questions. The DEL collaborated with the staff from the Indiana State Improvement Grant (IN-SIG) and families around the state to determine the most appropriate questions for the survey.

Due to the past inaccuracies of the SPP and faulty sampling plan, the entire SPP for this indicator has been revised to bring Indiana in compliance with the Office of Special Education Programs (OSEP) recommendations for our state with Indicator 8.

Description of Methodology**Sampling Element**

The targeted population for this indicator (sampling element) is parents and primary caregivers of students with identified disabilities, ages 3-21, reported to the State on the December 1 child count.

Sampling Unit

The sampling unit for this indicator consists of LEAs which include school corporations, charter schools, and state-operated facilities. Each year, approximately one-fourth of these LEAs will be selected using a stratified random sampling technique. Due to a revision in the SPP and the fact that four years of the six years remain in this SPP, we are looking at one-fourth of the LEAs rather than one-sixth.

Sampling Categories

To provide a clear context that supports the overall rationale for the data collection process, it will be necessary to define some basic terms about the entities from which the sample will be selected, particularly with regard to ensuring inclusion of all relevant educational entities (e.g., Charter Schools and State-Operated Schools). Students with disabilities receiving Part B special education services in Indiana are served by 337 LEAs that can be operationally defined by three specific categories. These include:

Category 1 – LEAs designated as “school corporations,”

The State recognizes a total of 293.

Category 2 – LEAs in which all schools are designated as “Charter Schools.”

The State recognizes a total of 40 charter schools who are considered their own LEA.

Category 3 – LEAs in which all schools are designated as “State-Operated Schools”

This category includes Indiana School for the Blind and Visually Impaired, Indiana School for the Deaf, the Department of Corrections, and Indiana Soldiers’ and Sailors’ Children’s Home.

The three categories described above include 100% of Indiana’s approximately 179,043 students with disabilities, ages 3-21, served by Individuals with Disabilities Education Improvement Act (IDEA 2004) Part B special education services during the reporting year. Table 1 shows the number of LEAs within each category, along with the number of students with disabilities receiving special education services.³³

³³ Indiana does not have any LEAs that exceed an average daily membership (ADM) of 50,000.

Indicator 8, Table 1: Number of LEAs by Category and Students Ages 3-21 with Individualized Education Programs (IEPs)

Category #	Category Title	LEAs in Category	Students with IEPs
1	School Corporations	293	176,931
2	Charter Schools	40	1,098
3	State-Operated Schools	4	1,014
Total		337	179,043

Together the three categories above represent all possible combinations of LEAs in which Part B students with disabilities provide special education services in the State. Table 2 shows the general configuration of these categorical areas, along with information about the number of entities in each category (i.e., “n”), percent of n, “status” of local educational agency (i.e., “LEA Status”), and percent of students aged 3-21 served within each categorical area (i.e., “Percent Served in Part B”).

Table 2: Indiana’s LEAs

LEA Category	n	Percent of n	LEA Category	Percent Served in Part B
1	293	86.94%	School Corporations	98.82%
2	40	11.87%	Charter Schools	.61%
3	4	1.19%	State-Operated Schools	.57%
Totals	337	100%		100%

Table 2 describes the various LEAs in which data will be collected from members of the “sampling frame,” that is, eligible parents and primary caregivers whose students with disabilities received special education based on the December 1 child count data. To ensure that all eligible parents and primary caregivers can be included in the sample, the IDOE, DEL will employ a data collection strategy that will involve a sampling process proportionally drawn to be representative of two major stratification types:

1. **Stratification Based on LEA Enrollment.** Selection based on LEAs in Category 1 (i.e., LEAs designated as School Corporations) and Category 2 (i.e.,

Charter Schools). The total number of LEAs that comprise this stratification level is 333 which comprise about 98.81% of the LEAs and accounts for 99.43% of Part B students served in special education statewide. See Table 1 and Table 2.

2. **Stratification Based on Educational Category.** Selection based on Education Category identified as State-Operated Schools in Category 3. This stratification level includes 4 LEAs and accounts for .57% of students served in special education programs statewide.

The purpose for clustering the LEA Categories shown in Table 2 into the various strata above are threefold: (1) to ensure that parents whose students with disabilities were receiving services in all types of educational entities could be included in the sample, (2) to ensure that the widest range of educational entities could be included in the sampling pool, particularly those that serve what are termed as low-incidence disabilities (e.g., visual and hearing impairments, deaf-blind) and (3) to facilitate the overall logistics involved with data collection. Because no one data collection strategy can be employed to serve all of these purposes simultaneously, the following section will describe the sample selection and data collection strategy for each level of stratification.

Sample Selection and Data Collection Strategy

1. Stratification Based on LEA Enrollment

Stratification based on LEA enrollment will involve a process in which LEAs in Category 1 and 2 in Table 2 are combined and sampled according to student enrollment of all general and special education students. LEAs are classified according to "Enrollment Levels of Category 1 and 2 LEAs" shown in Table 3. As indicated in Table 3, the column entitled "Number of LEAs in Level" reflects the total of school corporations and charter schools in each respective level. The column entitled *Number Sampled Per Year* reflects approximately one-fourth of the number of LEAs that will be selected annually over a four year period.

Table 3: Enrollment Levels of Category 1 and 2 LEAs

Enrollment Level	Total Student Enrollment	Number of LEAs in Level	Number Sampled Per Year
A	>=20,000	4	1
B	10,001 – 20,000	20	5
C	5,001 – 10,000	32	8
D	1,001 – 5,000	189	47
E	501 – 1,000	46	12
F	0 - 500	46	12
Totals		337	85

Selecting the sample for this stratification level will involve a two-stage process. The first stage involves selecting LEAs from which the survey data from parents of students with disabilities will be collected. This stage of sampling will be accomplished by what is referred to as a roster method of sampling. Using this procedure, LEAs in Table 3 will be listed in alphabetical and rank order for each Enrollment Level (i.e., A-F). Once listed in Enrollment Level, then the LEAs are numbered one through four in a repetitive pattern until entire Enrollment Level was completed. See attached APPENDIX 8-1. Each year the DEL will be sampling one-fourth of all Category 1 and 2 LEAs.

Upon the selection of all 85 LEAs for the first year of data collection, a second stage will ensure to select eligible parents of students with disabilities. A DEL designee will be responsible for compiling, maintaining and archiving a list of potential sample participants within the selected LEAs each year, randomly selecting and notifying parents, obtaining consent, assisting with data collection activities, and related tasks associated with effective data collection activities (identifying language translators for culturally and linguistically diverse populations, providing survey materials in alternate forms, conducting effective follow up processes, etc.).

To implement the second stage of the selection process, the DEL's designee will compile an alphabetically arranged (i.e., A-Z) list of students with disabilities served in the LEA. The DEL's designee will be provided with the decision rules regarding the process for selecting a student(s) whose parents will be asked to complete the survey. In this case, the DEL's designee will be provided with a "seed" from which to begin the selection process. A "seed" represents a random number that serves the "starting point" from which the DEL's designee will conduct the selection process. The DEL's designee will select the seed from a common random numbers table (found in most introductory statistics textbooks). The seed will vary for each LEA depending on the number of students with disabilities served by the LEA based on the compiled list. This will be necessary to guard against systematic bias into the selection process. For example, for a small LEA that serves 15-20 students, the seed extracted from a table of random numbers might be "06" – as such, the DEL's designee will select the name of every sixth student from the list until the required number of students is obtained. The students selected will be those whose parents will be asked to complete the survey. While lengthy to describe it written form, this is a very quick, yet simple and effective process for the selection of a random sample. It is important to note that the seed will be assigned only after it has confirmed that the list of students with disabilities has been compiled. Once again, this serves as a guard against a list being compiled in a systematically biased matter either intentionally or unintentionally.

2. Stratification Based on Educational Category Type

Stratification by educational entity type includes LEAs in which all schools are recognized as "State-Operated schools," including The Indiana School for the Deaf, The Indiana School for the Blind and Visually Impaired, Indiana Department of Corrections and Indiana Soldiers' and Sailors' Children's Home. While these four entities serve only .57% of the students with disabilities receiving special education in Indiana, they represent "key" populations. To ensure that the sample design will produce results that represent the entire array of the population of students with disabilities ranging from

“low incidence disabilities” as well as incarcerated students with disabilities, a sampling from all four entities will occur each year. Similar to the procedures described for the other stratification type, a DEL’s designee will be assigned and assume responsibility for all data collection activities.

Sample Size

The sample size was determined by using a sampling calculator made available on the web³⁴ by Creative Research Systems. The number of parents that will be selected for this sample reflects a confidence interval of 95%, with a confidence level of $+/- 5\%$. Using the two stratification types described in the previous section, the parents and primary caregivers of 383 students will be annually selected and proportionally distributed within each strata. Table 4 shows the general distribution of the sample that will be conducted in the first year of the SPP. As indicated previously, the sample of the LEAs will be selected without replacement, but the sample size should not vary considerably by any significant degree. That is, given the number of students served in special education programs, it is anticipated that the number of parents and primary caregivers that will be included in the sample will remain about the same for the four year period.

Table 3: Sample Size Based on Stratification Type

Stratification Type	Percent of Students with Disabilities Served	Sample Size Based on Percent Served
1. Stratification Based on LEA Enrollment	99%	$.99 \times 383 = 379$
2. Stratification Based on Educational Entity Type	1%	$.01 \times 383 = 4$
Totals	100%	383

Instrumentation

The DEL will use a modified version of the Part B Parent Survey developed by the National Center for Special Education Accountability Monitoring (NCSEAM). Feedback from varied stakeholders was received to ensure language was parent-friendly, including IN-SIG and families across the state. See Appendix 8-1.

³⁴ (<http://www.surveysystem.com/sscalc.htm#ssneeded>)

Data Collection Procedures

As noted previously, the DEL's designee will be responsible for data collection at the IDOE. However, support will be sought as necessary from individuals who represent Parent Information Resource Centers (PIRCs) and/or Parent Resource Centers (PRC) from Indiana Resource Center for Families with Special Needs (IN*SOURCE), About Special Kids (ASK), or other organizations. The DEL's designee will mail hard copies of the survey beginning on the second Monday in February of each year with the intentions of receiving survey responses back no later than March 1. Beginning FFY 2008 (SY 08-09), data collection procedures will largely involve the utilization of an internet Parent Survey, along with a range of other options to ensure widest coverage and return rate possible. Internet and non-internet options are described below:

1. Internet Survey—The DEL will work with the NCRRC to make the modified NCSEAM Parent Survey available on the web. This strategy will be used when after selecting parents names by the prescribed procedures, the DEL's designee will contact the parent to notify them they have been selected to participate in the survey. The initial contact will be made by phone, followed by a set of instructions, consent forms, assurance of confidentiality, and other documents sent either through e-mail, or the United States Postal Service; depending on the method that is agreed to be most efficient. The internet administered survey will only be used in cases where the proper consent has been obtained and parents and primary caregivers indicated that they either (1) have immediate access to the internet, or (2) are able to obtain access (e.g., from friend, relative, neighbor). Once internet access capacity has been determined, the parent or primary caregiver will be issued a unique password to enter the site and complete the NCSEAM Parent Survey. Once completed, an auto-message will be sent to the DEL's designee to confirm completion of the survey. In the event the parent or primary caregiver has not completed the survey within a two-week period, the DEL's designee will contact the prospective respondent via phone and remind them to complete the survey or ask if another method of administration might be preferred.

2. Non-Internet Options—In the event the parent or primary caregiver indicates they do not have access to the internet, or would prefer not to participate using the internet, the DEL's designee will offer the following options: (1) mail the Parent Survey to the parent or primary caregiver, or (2) administer and record survey responses over the phone. With regard to the former, the DEL's designee would mail the Parent Survey and conduct a follow-up two weeks after receipt of the survey. The DEL's designee would track what surveys have been completed through the NCRRC since the NCRRC is assuming responsibility for data entry. As such, the NCRRC would know what surveys have been sent via mail and which have not. In the event a mail survey has not been submitted after a two-week period, the DEL's designee will offer the parent or primary caregiver another option (e.g., phone survey).

If the parent or primary caregiver elects to have the NCSEAM survey administered via telephone, the DEL's designee will offer the parent the following options: (1) the DEL's designee will administer the survey, (2) the DEL's designee will offer to have a PIRC or PRC to administer the survey over the phone or face-to-face as preferred by the parent or primary caregiver. The latter option will ensure that the survey design incorporates

the needs of culturally and linguistically diverse populations. Given the combination of options to complete the survey, it is anticipated that these internet and non-internet strategies will help to ensure a very high response rate.

Data Analysis Procedures

Both internet and non-internet methods of data collection will be processed in the manner in which the raw data are obtained. In the case of the internet, where the majority of completed surveys will be obtained, responses will be processed through a web-based database. That is, once all of the items are completed and survey results are submitted, the data will be available on the server used by NCRRC. In the case of mailed or parent surveys completed face-to-face responses will be entered into a data base. In the case of phone surveys, the survey administrator will enter data into the web-based survey form. This data will be processed essentially the same as data collected through having parents or primary caregivers complete the survey over the internet.

Once all possible surveys have been collected, the data will be analyzed for outliers, cleaned, and prepared for data analysis. Data analysis will largely involve descriptive statistics along with cross-tabulations in order to make multiple comparisons. Non-parametric statistics, such as the Chi-square will be used to identify significant differences in aggregated responses where necessary. Missing data will be treated either through a process of weighting or extrapolating the data to provide at least predicative information about the variable in question. Because the web-based survey will be designed to require a response before submitting the data, it is anticipated that very few, if any, will have any missing data. There is a similar expectation for surveys which have been administered over the phone. Only mailed surveys will likely have any missing data. As indicated, missing data will be treated through automatic controls within the statistical program or, if necessary, by weighting or extrapolation.

A report will be prepared by the NCRRC summarizing the results using a descriptive narrative accompanied with charts and graphs. To maintain confidentiality, no data will be reported in which it is possible to identify a particular LEA. Once prepared, the results will be submitted to the DEL for inclusion in future APRs.

The DEL will work with the vendor that receives the raw data to determine if consistently missing answers are related to the method(s) of survey administration, grade level of child, LEA or other consistent factor. If a factor can be corrected during the administration period, it will be; if not, it will be used to inform subsequent years of administration.

Baseline Data for FFY 2005 (SY 05-06): Data analysis for the baseline year document that 88% of parents with a child receiving special education services reported that schools facilitated parent involvement.

Discussion of Baseline Data:

In the FFY 2005 (SY 05-06) SPP, the sampling plan and procedures have been determined faulty. Although the sampling plan did not produce feedback from the variety of families needed, the returned parent surveys represented parents from 62 (92 %) of

the 72 planning districts. A total of 1,595 surveys were completed and returned. Analysis of the returned parent surveys documented that 17 parent surveys lacked identifiable information to be assigned to a LEA. However, these parent surveys (unknowns) were counted in the total number of returned parent surveys.

In past years, the performance indicator listed on the State's Continuous Improvement Focused Monitoring System (CIFMS) document relating to parent attendance at case conferences documented 95% attendance. This statistic corroborates with the fact that 88% of the responses on the returned parent surveys were positive indicating that LEAs are facilitating parent involvement.

Although this return rate is positive, unfortunately inconsistencies invalidate the numbers. Due to the change in data collection procedures, the DEL believes that this will produce more reliable results.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Targets to be provided in FFY 2005 APR due February 1, 2007. For the baseline year, 88% of parents with a child receiving special education services report that schools facilitated parent involvement.
2006 (SY 06-07)	88.2% of parents with a child receiving special education services report that schools facilitated parent involvement.
2007 (SY 07-08)	88.4% of parents with a child receiving special education services report that schools facilitated parent involvement.
2008 (SY 08-09)	88.6% of parents with a child receiving special education services report that schools facilitated parent involvement.
2009 (SY 09-10)	88.8% of parents with a child receiving special education services report that schools facilitated parent involvement.
2010 (SY 10-11)	89% of parents with a child receiving special education services report that schools facilitated parent involvement.

Improvement Activities/Timelines/Resources:

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are actual improvement activities, more measurable and are better aligned to Indicator 8. These changes in improvement activities will affect FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11).

Improvement Activity	Timelines	Resources
a. Continue funding for IN*SOURCE and ASK b. Increase number of returned parent surveys c. Notify planning districts of results of parent surveys	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11) Revised FFY 2007 (SY07-08)	a. Regional Program Specialists b. Special education directors c. The DEL
Analyze survey results for trends regarding consistently low-scoring and high-scoring areas of parent involvement. Target for improvement the areas most likely to impact the indicator.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Project Personnel Supported by the DEL, IN-SIG/State Personnel Development Grant (SPDG), PIRC, IN*SOURCE, ASK
Training and technical assistance to strengthen family, school, and community partnerships will be provided to local educational agencies as a means to increase student achievement and parental involvement.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Project Personnel Supported by the DEL, IN-SIG/SPDG, PIRC, IN*SOURCE, ASK
Embed Indiana's standards for family, school, and community partnerships into the training and technical assistance for statewide educational initiatives.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Project Personnel Supported by the DEL, IN-SIG/SPDG, PIRC, IN*SOURCE, ASK
Train parents through Indiana's Academy for Parent Leadership and other parent organizations throughout Indiana to be a part of training and technical assistance to statewide initiatives.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Project Personnel Supported by the DEL, IN-SIG/SPDG, PIRC, IN*SOURCE, ASK
Provide information sessions to increase awareness of statewide initiatives and effective educational practices among families and communities.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Project Personnel Supported by the DEL, IN-SIG/SPDG, PIRC, IN*SOURCE, ASK

Improvement Activity	Timelines	Resources
Revise Indiana's companion guide to Article 7 (Indiana's special education rules and regulations).	FFY 2007 (SY 07-08) through FFY 2009 (SY 09-10)	The DEL, Project Personnel Supported by the DEL, IN-SIG/SPDG, PIRC, IN*SOURCE, ASK
Coordinate and disseminate information related to family, school, community partnership activities and resources in Indiana by creating a state hub for information on effective family, school, and community partnerships through increased collaboration with agencies devoted to education and family support.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Project Personnel Supported by the DEL, IN-SIG/SPDG, PIRC, IN*SOURCE, ASK

Appendix 8-1

Division of Exceptional Learners – Parent Survey (Spring 2008)

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: yes, somewhat, or no by placing in X in the appropriate box. In responding to each statement, think about your experience and your child's experience with special education over the past year. **You may skip any item that you feel does not apply to you or your child.** Thank you.

Questions	YES	SOMEWHAT	NO
I am treated like an equal partner with teachers and other professionals in planning my child's special education needs and goals.			
When scheduling Case Conference Committee meeting, consideration was given to my availability.			
Teachers and administrators ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents.]			
At the Case Conference Committee meeting, we discussed options concerning services in the Least Restrictive Environment.			
At the Case Conference Committee meeting, we discussed how my child would participate in statewide assessments (ISTEP, ISTAR).			
At the Case Conference Committee meeting, we discussed and planned for accommodations and modifications that my child would need (i.e. tests read aloud, preferential seating, scribe, strategies to deal with behavior).			
General education personnel make accommodations and modifications as indicated on my child's Individualized Education Plan.			
Special education personnel make accommodations and modifications as indicated on my child's Individualized Education Plan.			
Written justification was given for the extent that my child would not receive services in the general classroom.			
At the Case Conference Committee meeting, we discussed extended school year options.			
All staff understands my child's needs and their role in implementing my child's Individualized Education Plan.			
My child receives all the supports and services documented in his or her Individualized Education Plan.			
My child's Individualized Education Plan tells how progress towards goals will be measured.			
I receive reports about my child's progress toward goals as			

outlined in his or her Individualized Education Plan.			
My child's evaluation report is written in terms and language I understand.			
Teachers are available to communicate with me in a variety of ways (i.e. phone, email, notes, etc.)			
The school shows sensitivity to the needs of my child and other students with disabilities and their families.			
Written information I receive is understandable.			
Teachers and administrators respect my cultural heritage.			
The school explains what options I have if an issue cannot be resolved in a Case Conference Committee meeting.			
I know who to contact if a special education issue arises.			
Teachers are knowledgeable about my child's disability.			
The principal supports appropriate special education services in the school.			
General education and special education personnel work together to assure that my child's Individualized Education Plan is being implemented.			
The school encourages student involvement in Case Conference Committee meetings.			
The school provides information on agencies that can assist my child in the transition from school to adult life.			
My child receives all the supports documented in his or her transition plan from school to adult life.			
The school provides information on agencies that can assist my child in the transition from school to adult life.			
I was given information about organizations that offer support for parents of students with disabilities.			
I am knowledgeable about federal and state laws that affect special education.			
I participate in school-sponsored activities.			
I attend training sessions relating to the needs of children with disabilities and their families.			
Over the past year, special education services have helped me and/or my family understand how the special education system works.			

<u>Child's School:</u>	Circle One: <u>Child's Primary Exceptionality/Disability</u>	Circle One: <u>Child's Race / Ethnicity</u>
	1. Autism Spectrum Disorder	1. White
	2. Blind or Low Vision	2. Black or African-American
	3. Cognitive Disability	3. Hispanic or Latino
<u>Child's Age in Years:</u>	4. Deaf or Hard of Hearing	4. Asian or Pacific Islander
	5. Deaf-Blind	5. American Indian or Alaskan Native
	6. Developmental Delay	6. Multi-racial
	7. Emotional Disability	
<u>Child's Grade: P-K thru 12</u>	8. Language or Speech Impairment	
	9. Multiple Disabilities	
	10. Other Health Impairment	
	11. Orthopedic Impairment	
	12. Specific Learning Disability	
	13. Traumatic Brain Injury	
<u>Comments:</u>		

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

[20 U.S.C. 1416(a)(3)(C)]

Measurement:

Percent = $\left[\frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right] \text{ times } 100.$

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Due to the past inaccuracies of the SPP, the entire SPP for this indicator has been revised to bring Indiana in compliance with Office of Special Education Programs (OSEP) recommendations for our state.

Since 1998 the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) has partnered with the Equity Project at the Center for Evaluation and Education Policy at Indiana University³⁵ (Equity Project) in order to monitor disproportionality, as part of the monitoring process described in Indicator 15, at both the state educational agency (SEA) and local educational agency (LEA), and to develop procedures to assist LEAs in addressing identified issues of disproportionality.

Careful analysis of disproportionality is not a new concept in Indiana; data regarding LEA disproportionality has been shared with LEAs annually since 1999. Representatives of the Equity Project were in attendance at the national panels

³⁵ See <http://ceep.indiana.edu/equity>.

convened by Westat, and have been in regular contact with the National Center for Culturally Responsive Educational Systems (NCCRESt) in order to ensure that all measures are based on nationally consensually based measures. The Indiana model for monitoring and addressing disproportionality has been highlighted at a number of national conferences, including the NCCRESt national conference in February 2006, the Council for Exceptional Children, and the National Association of School Psychologists.

Indiana defines *disproportionate representation* (or disproportionality) of racial and ethnic groups in special education and related services as a risk ratio greater than 2.0 and a risk index that is equal to or greater than the state average or a risk ratio less than 0.5 and a risk index less than half the state average in special education and related services, for two consecutive years. Each and every year, every LEA's data is reviewed to determine if there is a disproportionate representation. Sample size is set at 10 students in a given population in special education and related services. See below for a more comprehensive description of the process of identifying disproportionate representation and determining whether that is due to inappropriate identification.

For the past three years, the Equity Project has worked with the DEL and LEAs throughout the state in order to implement local interventions that are designed to reduce the rate of disproportionate representation at the local level. LEAs found to have disproportionate representation were offered the opportunity to engage in a process termed Local Equity Action Development (LEAD) in which they conducted a needs assessment, formed a district team that reviews local data, formulated hypotheses, developed interventions, and engaged in a continuous data feedback process using local data to evaluate the impact of those interventions. During FFY 2006 (SY 06-07), an evaluation conducted by the Equity Project suggested that the LEAD process was highly effective, resulting in decreases in disproportionate representation of up to 20% in some cases. The process additionally received a favorable response from LEA staff in a qualitative evaluation. This process will be adapted for use with LEAs ultimately found to have disproportionate representation due to inappropriate identification.

Racial and ethnic disproportionate representation is determined by using the relative risk ratio to compare the risk of service in special education and related services for each racial/ethnic group (American Indian, Asian/Pacific Islander, African American, Hispanic, White) to the risk for all others, using the risk ratio formula recommended by Westat. In addition the risk index for each LEA is compared to the state average for each particular group. To determine "disproportionate representation," both statistical overrepresentation and under-representation are assessed (see exact criteria and format below).

Two data sets were used to explore the extent for which disproportionality is prevalent in special education enrollment throughout Indiana schools. General enrollment figures for each LEA were obtained from the IDOE. Currently, there is one data collection process for general education. This includes students with disabilities since they are

part of the general education student body and a separate data collection system for special education funding called the Computerized Data (CODA) project³⁶.

Annual determination of disproportionate representation of racial and ethnic groups in special education and related services. The DEL has adopted a two-tiered system for annual the identification of over-or under-representation in overall special education enrollment. First, LEAs with a risk ratio greater than 2.0 or less than 0.5 for 2 years are identified via statistical analysis. The risk for overall special education disproportionality for each racial/ethnic group was determined using the formula for the risk index recommended by Westat³⁷, which is as follows:

Risk Index = Number of students from racial/ethnic group in special education
divided by the number of enrolled students from racial/ethnic group
times 100.

These risk indices for each racial/ethnic group are compared to the likelihood for all other groups using the risk ratio formula recommended by Westat, which is as follows:

Risk Ratio = Risk for racial/ethnic group for enrollment in special education divided
by the risk for comparison group for enrollment in special education.

As recommended by Westat, the DEL used *All Other Students* as the index group/denominator against which to compare each group.

Since risk ratios tend to become unstable in the case of low frequencies of the target groups, the DEL conducted a statistical analysis only in cases where the numbers of students from a given racial/ethnic category in overall special enrollment was 10 or higher. The DEL maintains and reserves the right, however, to use its discretion in identifying disproportionate representation if a pattern of representation raises concerns, even when there are fewer than 10 students from a given group (e.g., if there are four African American students in the school district but all four are identified with an emotional disability).

In the absence of knowledge of specific levels of risk, the risk ratio can be misleading (Westat 2005); for example, a risk ratio of two times discrepant means something very different if the target group's risk index is 10% and all others risk is at 5% than if the target group's risk is 1% and the risk for all others is 0.5%. Thus, for those LEAs whose risk ratios in one of the racial/ethnic categories being examined are above 2.0 or below 0.5, LEA risk indices are also examined with respect to the state average risk index. For over-representation LEAs with a risk index that is greater than the state average are

³⁶ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

³⁷ Westat (2005) *Methods for assessing racial/ethnic disproportionality in special education: A technical assistance guide*. Washington, D.C.: US Department of Education Office of Special Education Programs. (Downloaded October 5, 2006 from [https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20 Guide.pdf](https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf)).

identified. For under-representation, LEAs with a risk index that is less than half the state average are identified.

Baseline Data for FFY 2005 (SY 05-06):

In FFY 2005 (SY 05-06), the initial statistical analysis suggested that 10 Indiana LEAs had disproportionate representation of racial and ethnic groups in special education and related services, representing 3.41% of the total number of LEAs. The percent of LEAs identified as having a disproportionate number of students due to inappropriate identification at that time was 0%.

In conversations with OSEP, it became apparent that the earlier criteria being using by the DEL inappropriately mixed definitions of significant disproportionality and disproportionate representation. Thus, we have conducted a re-analysis of state data for FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07) and have preliminarily determined that three of 337 (1%) LEAs present statistical criteria indicating disproportionality of racial and ethnic groups (American Indian, Asian/Pacific Islander, African American, Hispanic and White) in special education and related services.

Upon notification of the preliminary determination of disproportionate representation the three identified LEAs were requested to verify their data. The data verification process determined that two of the three LEAs preliminarily identified as having disproportionate representation, occurred because of a local residential treatment facility whose students were served by the identified LEA. These residential facility students resided outside the LEA prior to being placed into the treatment facility. By removing these “out of district” residential treatment facility students from the data, the two LEAs no longer met the Indiana criteria of disproportionate representation.

The data verification process for the third LEA indicated that the LEA did have disproportionate representation. However, a review of the LEAs policies, procedures and practices determined that the disproportionate representation was not the result of inappropriate identification.

Discussion of Baseline Data:

Annual determination of disproportionate representation due to inappropriate identification. Once a determination is made that an LEA has disproportionate representation, further analysis must take place to determine whether the determination of disproportionate representation is due to inappropriate identification. Both disproportionate representation and inappropriate identification are determined through the focused monitoring process described in Indicator 15.

First, as described above, an annual analysis of data is conducted to identify LEAs with data that raises concerns about disproportionate representation. Each district identified through the procedure above will receive correspondence from the DEL requesting data verification. When the data verification substantiates disproportionate representation

the LEA will complete a self-assessment process that includes tools developed by NCCRESt.

All responses from LEAs will be reviewed by a joint team of representatives from the DEL and the Equity Project, as described in Indicator 15, to determine whether data indicating disproportionate representation indicate policies, practices, and procedures that are appropriate for all students, regardless of racial/ethnic category.

The combination of these activities may result in the determination of inappropriate identification practices. Findings of noncompliance are identified in the preliminary report with corresponding required corrective actions and timelines. As described in Indicator 15, completion of corrective actions is tracked through ongoing program reports, provision of technical assistance, and ongoing contact with the DEL.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2006 (SY 06-07)	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2007 (SY 07-08)	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2008 (SY 08-09)	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2009 (SY 09-10)	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2010	Percent of districts that report disproportionate representation of racial

FFY	Measurable and Rigorous Target
(SY 10-11)	and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources:Activities in Process:

Improvement Activity	Timelines	Resources
LEAs identified with disproportionate representation will complete a self-assessment as part of the monitoring process to determine if disproportionate representation is due to inappropriate identification. The process includes tools developed by NCCREST that have been modified.	May, 2008	DEL, Equity Project personnel
LEA's identified with disproportionate representation due to inappropriate identification will attend an intensive institute on addressing disproportionality to be held in the spring.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The CEL, the Equity Project personnel, the NCRRC.
LEAs identified with disproportionate representation due to inappropriate identification will form a district-wide LEAD team to address disproportionality issues. With technical assistance from the DEL and the Equity Project, the LEAD team will develop and evaluate a plan for addressing all areas of disproportionate representation due to inappropriate identification.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	DEL, Equity Project personnel, NCRRC
Professional development activities and/or technical assistance will be provided statewide on: <ul style="list-style-type: none"> • Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems; • Embedding early interventions in the culture of daily practice; 	FFY 2007 (SY07-08) through FFY 2010 (SY 10-11)	IDOE, projects supported by IDOE

Improvement Activity	Timelines	Resources
<ul style="list-style-type: none"> • Utilizing Problem Solving Process to enhance the effectiveness of early intervention teams; • Designing individualized education programs (IEP) aligned with the general education curriculum to ensure education benefit; • Ensuring culturally responsive instructional and classroom management practices with all children; • Ensuring culturally responsive communication/interaction with all families; • Differentiated instruction in all classrooms • Effective use of assessment and progress monitoring tools; • Understanding language proficiency and academic achievement issues for English Language Learners (EEL) students; • Continuation and expansion of “Courageous Conversations about Race”; and, • Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports. 		
Continue to gather data on disproportionate identification of racial and ethnic groups in special education and disseminate to stakeholders through a variety of formats, including the IDOE website.	FFY 2007 (SY 07-00) through FFY 2010 (SY 10-11)	DEL, Equity Project personnel
Revise state guidelines for eligibility determination and service, and provide statewide training on appropriate identification of students with disabilities.	FFY 2007 (SY07-08) until completed	IDOE, Statewide stakeholders

Discontinued Activities:

Improvement Activity	Timelines	Resources
a. Survey LEAs with overrepresentation to determine preliminary causative factors (e.g. residential facilities located within boundaries, training needs, other factors) b. Continue to support Center for Evaluation and Education Policy (CEEP) technical assistance to LEAs	a. FFY 2006 (SY 06-07) b. FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11) Discontinued/ Modified FFY 2007 (SY 07-08)	a. The DEL, local Administrators b. Continue to support CEEP technical assistance to LEAs
a. Continue to examine data and survey LEAs to determine self-reported causative factors. b. Development of Improvement Plans to be submitted to IDOE/DEL c. Strengthen General Education Interventions (GEI) and Response to Interventions (RTI) initiatives	a. FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) b. FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) c. FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Discontinued/ Modified FFY 2007 (SY 07-08)	a. Continue to examine data and survey LEAs to determine self-reported causative factors. b. Development of Improvement Plans to be submitted to IDOE/DEL c. Strengthen GEI and RTI initiatives

LEA's identified with significant disproportionality will attend a three day intensive institute on addressing disproportionality to be held in the Spring. (In future years, the intensive institute will also include LEAs with disproportionate representation due to inappropriate identification).	May, 2008 Discontinued FFY 2007 (SY 07-08) The improvement activity pertaining to significant disproportionality will be discontinued as an Indicator 9 improvement activity; however it will continue to be one of the activities required for LEAs with Significant Disproportionality.	DEL, Equity Project personnel, North Central Regional Resource Center (NCRRC)
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

[20 U.S.C. 1416(a)(3)(C)]

Measurement: Percent = $[(\# \text{ of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}) \div (\# \text{ of districts in the State})] \times 100$.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

Due to the past inaccuracies of the State Performance Plan (SPP), the entire SPP for this indicator has been revised to bring Indiana in compliance with the Office of Special Education Programs (OSEP) recommendations for our state.

Since 1998 the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) has partnered with the Equity Project at the Center for Evaluation and Education Policy at Indiana University³⁸ (Equity Project) in order to monitor disproportionality, as part of the monitoring process described in Indicator 15, at both the state educational agency (SEA) and local educational agency (LEA), and to develop procedures to assist LEAs in addressing identified issues of disproportionality.

Careful analysis of disproportionality is not a new concept in Indiana; data regarding LEA disproportionality has been shared with LEAs annually since 1999. Representatives of the Equity Project were in attendance at the national panels

³⁸ See <http://ceep.indiana.edu/equity>

convened by Westat, and have been in regular contact with the National Center for Culturally Responsive Educational Systems (NCCRESt) in order to ensure that all measures are based on nationally consensually based measures. The Indiana model for monitoring and addressing disproportionality has been highlighted at a number of national conferences, including the NCCRESt national conference in February 2006, the Council for Exceptional Children, and the National Association of School Psychologists.

Indiana defines *disproportionate representation (or disproportionality)* of racial and ethnic groups in specific disability categories as a risk ratio greater than 2.0 and a risk index that is equal to or greater than the state average or a risk ratio less than 0.5 and a risk index less than half the state average in special education and related services, for two consecutive years. Each and every year, every LEA's data is reviewed to determine if there is a disproportionate representation of racial and ethnic groups (African American, Hispanic, American Indian, Asia/Pacific Islander and White) in specific disability categories (Mental Retardation, Specific Learning Disability, Emotional Disturbance, Speech and Language Impairment, Other Health Impairment, and Autism). Sample size is set at 10 students in a given population in a specific disability category. See below for a more comprehensive description of the process of identifying disproportionate representation and determining whether that is due to inappropriate identification.

For the past three years, the Equity Project has worked with the DEL and LEAs throughout the state in order to implement local interventions that are designed to reduce the rate of disproportionate representation at the local level. LEAs found to have disproportionate representation were given the opportunity to engage in a process termed Local Equity Action Development (LEAD) in which they conducted a needs assessment, formed a district team that reviews local data, formulated hypotheses, developed interventions, and engaged in a continuous data feedback process using local data to evaluate the impact of those interventions. During FFY 2006 (SY 06-07), an evaluation conducted by the Equity Project suggested that the LEAD process was highly effective, resulting in decreases in disproportionate representation of up to 20% in some cases. The process additionally received a favorable response from LEA staff in a qualitative evaluation. This process will be adapted for use with LEAs ultimately found to have disproportionate representation due to inappropriate identification.

Racial and ethnic disproportionate representation in specific disability categories is determined by using the relative risk ratio to compare the risk of service in a specific disability category in special education and related services for each racial/ethnic group (African American, Hispanic, American Indian, Asian/Pacific Islander and White) to the risk for all others, using the risk ratio formula recommended by Westat³⁹. In addition the

³⁹ Westat (2005) *Methods for assessing racial/ethnic disproportionality in special education: A technical assistance guide*. Washington, D.C.: US Department of Education Office of Special Education Programs. (Downloaded October 5, 2006 from <https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>).

risk index for each local education agency (LEA) is compared to the state average for each particular group in each disability category. To determine “disproportionate representation,” both statistical overrepresentation and under-representation are assessed (see exact criteria and format below).

Two data sets were used to explore the extent for which disproportionality is prevalent in special education enrollment throughout Indiana schools. General enrollment figures for each LEA were obtained from the IDOE. Currently, there is one data collection process for general education. This includes most students with disabilities since they are part of the general education student body and a separate data collection system for special education funding called the Computerized Data (CODA) Project⁴⁰.

Annual determination of disproportionate representation of racial and ethnic groups in specific disability categories. The DEL has adopted a two-tiered system for the identification of over-or under-representation in specific disability categories. First, LEAs with a risk ratio greater than 2.0 or less than .50 for 2 years are identified via statistical analysis. The risk for specific disability disproportionality for each racial/ethnic group was determined using the formula for the risk index recommended by Westat, which is as follows:

Risk Index = Number of students from racial/ethnic group in a specific disability category divided by the number of enrolled students from racial/ethnic group times 100.

These risk indices for each racial/ethnic group are compared to the likelihood for all other groups using the risk ratio formula recommended by Westat, which is as follows:

Risk Ratio = Risk for racial/ethnic group for enrollment in a specific disability category divided by the risk for comparison group for identification in that category.

As recommended by Westat, the DEL used *All Other Students* as the index group/denominator against which to compare each group.

Since risk ratios tend to become unstable in the case of low frequencies of the target groups, the DEL conducted a statistical analysis only in cases where the numbers of students from a given racial/ethnic category in a specific disability category was 10 or higher. The DEL maintains and reserves the right, however, to use its discretion in identifying disproportionate representation if a pattern of representation raises concerns, even when there are fewer than 10 students from a given group (e.g., if there are four African American students in the school district but all four are identified with an emotional disability).

⁴⁰ The CODA Project is Indiana’s data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

In the absence of knowledge of specific levels of risk, the risk ratio can, in and of itself, be misleading (Westat 2005) for example, a risk ratio of 2 times discrepant means something very different if the target group's risk index is 10% and all others risk is at 5% than if the target group's risk is 1% and the risk for all others is 0.5%. Thus, for those LEAs whose risk ratios in one of the racial/ethnic categories being examined are above 2.0 or below 0.5, LEA risk indices are also examined with respect to the state average risk index for that disability category. For over-representation, LEAs with a risk index that is greater than the state average are identified. For under-representation, LEAs with a risk index that is less than half the state average are identified.

This definition led to the preliminary identification of 16 of 337 LEAs having disproportionate representation of racial and ethnic groups in specific disability categories. The calculations were conducted for all racial/ethnic groups (African American, Hispanic, American Indian, Asian/Pacific Islander and White) and specific disability categories (Mental Retardation, Specific Learning Disability, Emotional Disturbance, Speech and Language Impairment, Other Health Impairment, and Autism.)

Baseline Data for FFY 2005 (SY 05-06):

In FFY 2005 (SY 05-06), the initial statistical analysis suggested that 10 Indiana LEAs had disproportionate representation of racial and ethnic groups in specific disability categories, representing 3.41% of the total number of LEAs. The percent of LEAs identified as having a disproportionate number of students due to inappropriate identification at that time was 0%.

In conversations with the OSEP, it became apparent that the earlier criteria being used by the DEL inappropriately mixed definitions of significant disproportionality and disproportionate representation. Thus, we have conducted a re-analysis of FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07), utilizing the current disproportionate representation definition and have determined that 14 of 337 (4.15%) LEAs present statistical criteria indicating disproportionality. Upon completion of the data verification process, letters were sent of each of the 14 identified LEAs informing them of the disproportionate representation of racial and ethnic groups in specific disability categories and that the assessment process must be conducted to determine if the disproportionate representation is the result of inappropriate identification. Seven of the 14 assessments which include a review of the LEAs policies, procedures and practices have been completed and reviewed by the DEL and the Equity Project. Based upon this review of the seven completed to date, the DEL has determined that all seven of the LEA's disproportionate representation, is the result of inappropriate identification.

The remaining seven LEAs are currently undergoing the assessment process to determine if their disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification. The assessment, review and determination process for the last seven identified LEAs will be completed in May 2008.

Discussion of Baseline Data:

Determination of disproportionate representation due to inappropriate identification of racial and ethnic groups in specific disability categories. Once a determination is made that an LEA has disproportionate representation, further analysis must take place to determine whether the determination of disproportionate representation is due to inappropriate identification. Both disproportionate representation and inappropriate identification are determined through the focused monitoring process described in Indicator 15.

First, as described above, an annual analysis of data is conducted to identify LEAs with data that raises concerns about disproportionate representation. Each district identified through the procedure above will receive correspondence from the DEL requesting data verification. When the data verification substantiates disproportionate representation the LEA will complete a self-assessment process that includes tools developed by NCCRESt.

All responses from LEAs will be reviewed by a joint team of representatives from the DEL and the Equity Project, as described in Indicator 15 to determine whether data indicating disproportionate representation indicate policies, practices, and procedures that are appropriate for all students, regardless of racial/ethnic category or specific disability category.

The combination of these activities may result in the determination of inappropriate identification practices. Findings of noncompliance are identified in the preliminary report with corresponding required corrective actions and timelines. As described in Indicator 15, completion of corrective actions is tracked through ongoing program reports, provision of technical assistance, and ongoing contact with the DEL.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.
2006 (SY 06-07)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.
2007 (SY 07- 08)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of

FFY	Measurable and Rigorous Target
	inappropriate identification will be 0%.
2008 (SY 08- 09)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.
2009 (SY 09- 10)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.
2010 (SY 10- 11)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%.

Improvement Activities/Timelines/Resources:Activities in Process:

Improvement Activity	Timelines	Resources
LEAs identified with disproportionate representation will complete a self-assessment as part of the monitoring process to determine if disproportionate representation is due to inappropriate identification that includes tools developed by NCCRESt that have been modified.	May, 2008	The DEL and Equity Project personnel;
LEAs identified with disproportionate representation due to inappropriate identification will attend an intensive institute on addressing disproportionality to be held in the spring.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The CEL, the Equity Project personnel, the NCRRC.
LEAs identified with disproportionate representation due to inappropriate identification will form a district-wide LEAD team to address disproportionality issues. With technical assistance from the DEL and the Equity Project, the LEAD team will develop and evaluate a plan for addressing all areas of	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL and Equity Project personnel; NCRRC

Improvement Activity	Timelines	Resources
disproportionate representation due to inappropriate identification.		
Professional development activities and/or technical assistance will be provided statewide on: <ul style="list-style-type: none"> • Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems; • Embedding early interventions in the culture of daily practice; • Utilizing Problem Solving Process to enhance the effectiveness of early intervention teams; • Designing individualized education programs (IEP) aligned with the general education curriculum to ensure education benefit; • Ensuring culturally responsive instructional and classroom management practices with all children; • Ensuring culturally responsive communication/interaction with all families; • Differentiated instruction in all classrooms • Effective use of assessment and progress monitoring tools; • Understanding language proficiency and academic achievement issues for English Language Learners (ELL) students; • Continuation and expansion of "Courageous Conversations about Race"; and, • Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports. 	FFY 2007 (SY07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the DEL
Continue to gather data on disproportionate identification of racial and ethnic groups in special education and disseminate to stakeholders through a variety of formats, including the IDOE	FFY 2007 (SY 07-00) through FFY 2010 (SY 10-11)	The DEL and Equity Project personnel

Improvement Activity	Timelines	Resources
website.		
Revise state guidelines for eligibility determination and service, and provide statewide training on appropriate identification of students with disabilities.	FFY 2007 (SY07-08) until completed	The IDOE Statewide stakeholder groups

Discontinued Activities:

Improvement Activity	Timelines	Resources
a. Survey LEAs with overrepresentation to determine preliminary causative factors (e.g. residential facilities located within boundaries, training needs, other factors) b. Continue to support Center for Evaluation and Education Policy (CEEP) technical assistance to LEAs	a. FFY 2006 (SY 06-07) b. FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11) Discontinued/ Modified FFY 2007 (SY 07-08)	a. The DEL, local administrators b. The DEL c. The DEL, IU/CEEP, local LEAs
a. Continue to examine data and survey LEAs to determine self-reported causative factors. b. Development of Improvement Plans to be submitted to IDOE/DEL c. Strengthen General Education Intervention (GEI) and Response to Intervention (RTI) initiatives	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Discontinued/ Modified FFY 2007 (SY 07-08)	a. The DEL, local administrators b. The DEL, local administrators, psych service staff c. The DEL, Indiana Principal Leadership Academy, local administrators

<p>LEA's identified with significant disproportionality will attend a three day intensive institute on addressing disproportionality to be held in the Spring. (In future years, the intensive institute will also include LEAs with disproportionate representation due to inappropriate identification).</p>	<p>May, 2008</p> <p>Discontinued FFY 2007 (SY 07-08)</p> <p>The improvement activity pertaining to significant disproportionality will be discontinued as an Indicator 10 improvement activity; however it will continue to be one of the activities required for LEAs with Significant Disproportionality.</p>	<p>The DEL and Equity Project personnel; North Central Regional Resource Center (NCRRC)</p>
<p>Coordinate activities with the Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.</p>	<p>FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)</p> <p>Discontinued FFY 2007 (SY 07-08)</p> <p>The improvement activity pertaining to significant discrepancy will be discontinued as an Indicator 10 improvement activity; however it will continue to be one of the improvement activities within Indicator 4</p>	<p>The IDOE</p>

A statewide "Closing the Opportunity Gap" institute will be held each Summer or Fall each year. Attendance will be open to all LEAs in the state, but will be required for any LEA with significant discrepancy or at-risk of significant discrepancy.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11) Discontinued FFY 2007 (SY 07-08)	The DEL and Equity Project personnel; NCRRC
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Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

[20 U.S.C. 1416(a)(3)(B)]

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

Overview of Issue/Description of System or Process:

The timely referral and evaluation of students is imperative to the provision of a free and appropriate public education (FAPE). Current Indiana special education regulations (commonly called Article 7) require that local educational agencies (LEAs) complete the initial evaluation for special education eligibility within 60 instructional days, beginning at the point that informed written parental consent is received by the LEA and ending on the date on which the case conference committee (CCC) meets to determine whether the student is eligible to receive special education services.

In recent years, however, there has been considerable debate in Indiana regarding the efficiency of the 60 day timeline for initial evaluation. Following the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), Indiana began a process of rewriting Article 7, and statewide discussions have included consideration of this timeline and have been of utmost importance to constituents across the state irrespective of the region, population density, or role individuals hold. The strand was discussed in one session in October of 2005 with local directors of

special education and their building-level administrators and then in a separate session in February 2006 with family members. It is also a topic that has been discussed by numerous members of the Indiana Association of School Psychologists. Those who support shortening the timeline argue that allowing 60 days permits a third of the school year to pass before decisions are actually made regarding special education services. Conversely though, proponents of maintaining the current 60 day timeline argue that because LEAs presently have difficulty meeting the timeline as is, reducing the number of days for conducting the initial evaluation and providing an Evaluation Report to the parents hinders the school's ability to adequately evaluate whether the student is one with a true disability or whether the observed difficulties are attributable to the manner or type of instruction being provided to the student.

The revised Article 7 was passed and became law in Indiana on August 13, 2008. The law now states that the initial educational evaluation must be conducted and the Case Conference Committee convened within fifty (50) instructional days of the date the written parental consent is received by licensed personnel⁴¹.

Considering the basis of a student's difficulty is an integral component to the introduction and implementation of an Integrated and Focused System (IFS) to support student success⁴² for building-based teams. Indiana established a state team in May 2007 in order to develop the framework necessary for statewide support of an IFS. The team developed a mission statement and guiding principles necessary for the process to be implemented with fidelity. In December 2007, the team was expanded to include representatives from various statewide agencies and organizations, including the Indiana Department of Education (IDOE) and the Division of Exceptional Learners (DEL), the Indiana State Teachers Association (ISTA), the Indiana Education Association, and a parent information and training center (IN*SOURCE⁴³). This statewide team continues to refine and explore processes to ensure that the educational needs of all students are met. In those discussions, too, the issue of educational evaluation timelines has been explored. It is in large part due to these varied discussions that the revisions to this Indicator have evolved.

Compliance with evaluation timelines has been monitored in a variety of ways. Prior to FFY 2004 (SY 04-05), the data for this indicator was collected using a manual data submission process at the local level. This process was inconsistent and tedious. Beginning in FFY 2005 (SY 05-06), a more formal and automated system was enacted, thus providing for a more detailed and accurate collection of data through 618 data collection project titled the Computerized Data (CODA) Project⁴⁴. An analysis of the initial data collected during FFY 2005 (SY 05-06) was discussed with representatives of various Centers within the IDOE, the State Advisory Council on the Education of

⁴¹ This paragraph was added to communicate revision of Article 7 on February 2, 2009.

⁴² Commonly referred to as Response to Intervention (RtI) and called IFS in Indiana.

⁴³ IN*SOURCE is Indiana's resource center for families with special needs <http://www.insource.org/>.

⁴⁴ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

Children and Youth with Disabilities (the State Advisory Council), the Indiana Council of Administrators of Special Education (ICASE), IN*SOURCE central office staff, and other constituents in the state. The purpose of these discussions was to help ascertain realistic and acceptable targets for this indicator, while maintaining a focus on a goal of 100% compliance with the evaluation timeline. From these discussions it was acknowledged by those involved that there are some circumstances, such as an extended illness of the student, where it is not possible to meet the stipulated timeline; however, these should be rare occurrences. Key concepts brought forth from these discussions included the need to track the number of referrals that were found ineligible as well as the range of days any referrals violated the prescribed timeline.

The State Advisory Council voted in December 2007 to modify the initial evaluation timeline and amend the timeline if a student was involved in an IFS process. The timeline in those instances was recommended to be 20 instructional days. This language is subject to approval by the State Board of Education and to public hearings and input. At this time, it seems fairly certain that the 60 instructional day timeline will be modified once the new regulations are promulgated; a process anticipated to conclude by August 2008.

In FFY 2005 (SY 05-06), the data for this indicator was collected through the DEL using software maintained by the CODA Project. For special education purposes, each LEA in Indiana is either a single district planning district (an LEA) or is part of a special education planning district. All special education planning districts must use the CODA Project to submit child count data for state and federal funding purposes or have a means to convert the data collection system into a format useable by the CODA Project. For purposes of this indicator, collected data provides insight on the overall number of referrals processed and includes the following categories.

- a. The subset of students who were found to be ineligible for services.
- b. The number of referrals out of compliance with the timelines by the range of:
 - i. one to five instructional days,
 - ii. six to 10 instructional days,
 - iii. 11 to 15 instructional days, and
 - iv. over 16 instructional days.
- c. The number of referrals which met the 60 instructional day timeline.

Baseline Data for FFY 2004 (2004-2005):

The Federal formula for this indicator is $[(b) + (c)] \div a \times 100$.

$$7,890 + 20,545 \div 33,448 \times 100 = 85.0\%$$

Due to miscommunication and misinformation between the DEL and the Office of Special Education Programs (OSEP), baseline data was not collected in FFY 2004 (SY 04-05). Indiana's baseline and target data is therefore based on data collected in FFY 2005 (SY 05-06) and is portrayed in the following table.

FFY 2005 (SY 05-06)

Total Number of Referrals	33,448	(a) 33,448
Total Number of Referrals: Student Found Ineligible Within Required Timeline	7,890	(b) 7,890
Total Number of Referrals: Student Found Eligible Within Required Timeline	20,545	(c) 20,545
Compliance With Required Timeline	28,435	85.0%
Range of Days		
Total Number of Referrals: Student Found Eligible; Non-Compliance With Required Timeline	3,187	
Total Number of Referrals: Student Found Ineligible; Non-Compliance With Required Timeline	1,848	
Completed, but in Non-Compliance	5,035 (15.1%)	
Total Number of Referrals Out Of Compliance by:		
1-5 Instructional Days	1,689	
6-10 Instructional Days	1,058	
11-15 Instructional Days	738	
More Than 16 Instructional Days	2,702	
	6,187	

There were 111 LEAs who incorrectly included the *Referrals Not Yet Completed by Data Collection Point Timeline* into the corresponding *Total Number Of Referrals Out Of Compliance [specified] Instructional Days*, thus duplicating the data by 446 referrals. In addition, there were 63 LEAs who reported inaccurately, thus skewing the data reported. With these numbers as reported, there are 1,152 too many students

(evaluations) distributed across the number of days out of compliance and 22 students “too few” in the number of evaluations brought forward. Therefore, corrective action must be taken in order to ensure the accuracy of the data.

Discussion of Baseline Data:

The DEL recognizes the need for this indicator to be set at 100% compliance yet realistically there will be instances when conducting the evaluation within the 60 instructional day timeline will not be achievable. Those occurrences should be rare and must have quantifiable documentation supporting the reasons for noncompliance. It is anticipated that LEA-specific reasons will be collected via the annually required file review for LEAs not achieving 100% compliance with the indicator. For FFY 2005 (SY 05-06), there were 11 LEAs in 100% compliance and an additional 26 with at least 95% compliance (11.3% \geq 95% compliance). For FFY 2006 (SY 06-07), there were 25 LEAs in 100% compliance and an additional 59 with at least 95% compliance (28.3% \geq 95% compliance). This demonstrates that gains are being made. Nonetheless, the DEL realizes that a 15% gain in the compliance rate must be achieved in an expeditious manner and has set forth a plan to bring all LEAs into compliance in the five year plan.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	(Baseline Year) 100% of all referrals processed within the prescribed state timeline.
2006 (SY 06-07)	100% of all referrals processed within the prescribed state timeline.
2007 (SY 07-08)	100% of all referrals processed within the prescribed state timeline.
2008 (SY 08-09)	100% of all referrals processed within the prescribed state timeline.
2009 (SY 09-10)	100% of all referrals processed within the prescribed state timeline.
2010 (SY 10-11)	100% of all referrals processed within the prescribed state timeline.

Improvement Activities/Timelines/Resources:

In the previously approved SPP, the FFY 2005 (SY 05-06) data served as Indiana's baseline data submission. The SPP stated that if an LEA was out of compliance, it would be required to conduct a self assessment/file review to determine potential causes for the failure to conduct evaluations in a timely fashion. In FFY 2006 (SY 06-

07), there were 62 LEAs (20.9 %) who were identified to be out of compliance with this indicator. Any LEA with less than 85% compliance in meeting the 60-instructional day timeline was required to conduct a file review and provide a narrative summary of the reasons for non-compliance. Furthermore, any LEA who was out of compliance for a second consecutive year was given the additional requirement of completing a self-assessment and developing a local action plan to address noted issues revealed in the assessment process.

Revised Activities and Resources:

Improvement activities for LEAs not meeting compliance on this indicator will be based upon the LEA valuation and action plan developed pursuant to the requirements of Indicator 15.

Improvement Activity	Timelines	Resources
LEAs identified as not meeting the required timeline for completing educational assessments will be required to develop a corrective action plan for ensuring compliance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL and other grant activities sponsored by the DEL.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an individualized education program (IEP) developed and implemented by their third birthdays.

[20 U.S.C. 1416(a)(3)(B)]

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = $[(c) \div (a - b - d)] \times 100$.

Overview of Issue/Description of System or Process:

There are important activities and timelines to be met during the transition process. Successful transitions begin with people thinking about the future, planning ahead, and working together. Early intervention providers under Part C (First Steps providers) and local educational agencies (LEAs) under Part B that serve young children with disabilities continue to address issues to ensure 100% of the children receive special education services by their third birthday. The transition data collected in the Annual Performance Report (APR) for FFY 2004 (SY 04-05) through the Computerized Data (CODA) Project⁴⁵ shows that 84% of children referred from Part C to Part B had an IEP

⁴⁵ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

implemented by their third birthday. There were 3% of children that did not receive a free appropriate public education (FAPE) because of failure on the part of the school to implement the IEP by third birthday. Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) and First Steps are working together to assure 100% implementation by the third birthday for this area of compliance.

The research from two national transition projects [Sequenced Transition to Education in the Public Schools (STEPS) by Beth Rous and Bridging Early Services Transition by Sharon Rosenkoetter] funded by the United States Department of Education (US DOE) shows that transition must be viewed in a more focused way than as a series of events in a child's life. The evidence suggests that collaboration is essential and that collaborative, formalized policies and procedures are vital to the success of the transition process. An effective transition system includes a state and local team that addresses administration, staff, family preparation and child preparation components (Rosenkoetter et al., 1994; Rous et al., 1994, Wolery, 1989). To address Indiana's transition challenges, the DEL and the Bureau of Child Development Services in the Division of Disability and Rehabilitation Services, Part C (First Steps) jointly funded the Indiana Transition Initiative for Young Children and Families (Transition Initiative) in 1999. The State Transition Team that provides leadership on transition is composed of parents and parent organizations, representatives from the DEL, First Steps, Indiana Head Start Partnership Office, the Indiana Head Start Association, the Indiana Association for Child Care Resource and Referral, Riley Child Development Center, Indiana State Department of Health, Prime Time and Education of Homeless Children and Youth in the IDOE to address issues that relate to or have an impact on transition of young children. There is a state transition coordinator and regional staff to assist in building a focused transition team in interested communities. The goal is to develop local comprehensive transition systems that assist families make smooth and effective transitions. The Transition Initiative actively assists community teams in twenty-two counties. It offers assistance with facilitation, training, local interagency agreements to create stability in local transition practices, action plans, and transition resources. The initiative has a web site to present updated transition information and serve as a resource to communities.⁴⁶

During FFY 2005 (SY 05-06), a major component of the transition initiative was to review local interagency agreements between schools, First Steps, and Head Start to identify weaknesses and provide technical assistance on writing or re-writing local interagency agreements.

The DEL and First Steps continue to work closely together to improve transitions from one program to another. The two agencies have a signed state level interagency agreement along with Head Start to clarify roles and responsibilities. Uniform First Steps transition forms have been developed and transition products have been created. The two agencies share transition data to verify data and identify inconsistencies.

⁴⁶ The web site is at <http://www.indianatransition.org/>.

The DEL and First Steps wrote and widely disseminated a joint memorandum to provide guidance to First Steps service coordinators and LEA representative to clearly identify roles and responsibilities at the transition meeting during FFY 2005 (SY 05-06). This memorandum is also on each agency's web site.

The DEL distributes transition data to early childhood administrators representing LEAs at the annual Early Childhood Administrators' Spring and Fall conferences. Areas of non-compliance are discussed and the participants share ways to improve non-compliance.

Baseline Data for FFY 2004 (SY 04-05):

- a. The number of children served in Part C and referred to Part B for eligibility determination.
FFY 2004 (SY 04-05) = 3,202
- b. The number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday and whose eligibilities were determined prior to their third birthday.
FFY 2004 (SY 04-05) = 314 not eligible

Note: During FFY 2004 (SY 04-05), there was no way to determine whether the case conference date occurred prior to the third birthday for ineligible children. The CODA Project was updated to collect the new information on December 1, 2006 in FFY 2006 (SY 06-07).

- c. The number of those children referred from Part C and eligible for Part B
FFY 2004 (SY 04-05) = 2,888
The number who have an IEP developed and implemented by their third birthday.
FFY 2004 (SY 04-05) = 2,424 (84%)
Percent = $[(c) \div (a - b) \times 100]$

The number and percentages listed in "c" does not give an accurate picture. The DEL monitors the reasons for any delay beyond the third birthday, as indicated in the charts below. There were 3% of IEPs that were delayed for LEA failure reasons.

Number of Late IEPs and Reason for Delay:

Total Late IEP	Parent missed appointments	Referral less than two months from third BD	Moved	Illness	Late First Steps Referral	Late School Other
464	234	48	7	15	67	93

Percent of children with Late IEPs and Reasons for Delay:

Total Part B eligible	Parent missed appointments %	Referral less than two months from third BD %	Moved %	Illness %	Late First Steps Referral %	Late School Other %
2,888	8%	2%	.2%	.5%	2%	3%

In FFY 2004 (SY 04-05), the CODA Project did not contain the fields needed to collect range of day data. The data collection system will be revised to collect the new information on December 1, 2006.

In the October 2005 correspondence from the US DOE responding to Indiana's submission of the FFY 2003 (SY 03-04) APR, the US DOE required the State to report data regarding attendance at transition conferences in FFY 2004 (SY 04-05). Data collected by the CODA Project on December 1, 2004 indicates that for 2,465 children, the First Steps service coordinator notified/invited a school representative to the First Steps Transition Conference. There were 2,420 (98%) LEAs that reported attending the First Steps transition conferences when notified/invited.

The FFY 2005 (SY 05-06) APR incorporates the new data element from the Office of Special Education Programs (OSEP) in the APR measurement criteria to include "the number of children for whom a parent's refusal to provide consent caused delays in the child's evaluation or initial services."

Discussion of Baseline Data:

The FFY 2004 (SY 04-05) transition data collected through the CODA Project reports that 84% of children referred from Part C to Part B had an IEP in place by their third birthday. Only 3% of eligible children did not have an IEP in place by their third birthday due to school failure to implement. When the LEAs reported children in this category, they were required to do a file review when an IEP was not implemented in a timely manner in the Continuous Improvement Focused Monitoring System (CIFMS). A corresponding plan of corrective action, including timelines, to remediate the situation was required. The LEAs were also required to complete an individual file review search for any child where the reason for late implementation was due to parent missed appointments in order to determine whether a systemic issue exists.

In the 2005 correspondence from the US DOE responding to Indiana's submission of the FFY 2004 (SY 04-05) APR, the US DOE requested that Indiana submit information to ensure that the data submitted is accurate. This concern arose when Indiana reported data from the CIMFS process on the number of LEAs that did not have a school representative present when invited to the transition conference. As part of the CIMFS process, the LEAs were required to do a file reviews to determine why the school representative was not in attendance. Some LEAs then reported that upon further review, a school representative was present, but the data was entered

incorrectly. The LEAs explained that the local CODA Project staff reported the school representative absent when there was documentation in the child's record that the school representative was present. It is expected that this individual record review was informative for administrators and data entry personnel to better ensure the accuracy of the data that is reported. Improved data accuracy will be reflected on the December 1, 2006 Child Count.

There were 2% of children that did not have services in place because it was reported that the First Steps service coordinator did not meet transition timelines for conducting the transition conference. The DEL and First Steps worked together this year to analyze the data reported through the CODA Project. The DEL shared the data with First Steps, who then identified the service coordinator when there was a problem with evidence of a transition conference. First Steps utilized this data to request written documentation from service coordinators verifying transition meeting minutes and written notification to the school representative. This review enabled First Steps to identify systemic transition conference issues with individual service coordinators and the process provided First Steps and the DEL an opportunity to verify the accuracy of the data that the LEAs reported. The DEL distributed discrepancies to preschool coordinators at their Fall Early Childhood Administrators' Conference and provided updated reporting forms and training on accurate data reporting in order to improve the accuracy of the data on the December 1, 2006 Child Count.

Family Transition Survey

In January 2005, First Steps mailed surveys to 400 families requesting information regarding the transition process from Part C to Part B. In order to develop a list of families to send the transition survey, First Steps pulled data for all children who had turned three years old in the last 12 months. Based on the child identification number and then matching names and addresses, the names from previous survey recipients were eliminated. The remaining children were given a computer generated randomized number. Numbers 1-400 were then selected as the new pool of survey recipients.

There were 100 surveys out of 400 surveys that were returned (25% response rate). There were 81 parents that responded to the question "Did services begin for your child by third birthday?" There were 33 parents that indicated yes (41%). Of the 48 parents (59%) that responded no, there were 36 parents (75%) that reported their children had a Summer birthday, and services began at the beginning the new school year (no timeline violation). There were 11 parents (23%) that indicated services were delayed for some other reason including parent choice, initial placement not working out, move-in from another state. Three respondents (3.7%) indicated the delay was because of the school system problems such as transportation arrangements and delayed evaluations. This is consistent with the 3% of children reported in the CODA Project in the data reported earlier.

There were 93 parents (94.9%) out of a total of 98 parents that responded, "overall, their child's transition experience was positive." The transition survey documents that transition procedures were in place and working for 95% of parents that returned their transition survey.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2006 (SY 06-07)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2007 (SY 07-08)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2008 (SY 08-09)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2009 (SY 09-10)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.
2010 (SY 10-11)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

Improvement Activities/Timelines/Resources:

Improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance, personnel development, and collaboration and coordination among agencies involved in transition. The improvement activities are more measurable and are better aligned to Indicator 12.

Improvement Activities/Timelines/Resources-Revised 2/1/08:

Improvement Activities	Timelines	Resources
<u>Data Collection</u> 1. Collect and report the number of ineligible children whose eligibilities were determined prior to third	FFY 2005 (SY 05-06) through FFY 2006 (SY 06-07)	The DEL and the CODA Project

Improvement Activities	Timelines	Resources
birthday and the range of days beyond third birthday.		
2. Collect data that identifies the date that early childhood services were initiated. The date that services were initiated will be compared to the child's date of birth to determine that the IEP was implemented by the child's third birthday. Data will be collected on December 1, 2008. [Added in SPP for FFY 2006 (SY 06-07) submission.]	FFY 2008 (SY 08-09)	The DEL and the IDOE Information Technology Division
3. Provide timely feedback on LEA submitted data through statistical reports and follow-up to correct incomplete or inaccurate data. [Added in SPP for FFY 2006 (06-07) submission.]	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The DEL and IDOE Information Technology Division
<u>Monitoring & Technical Assistance</u>		
1. Continuous Improvement Focused Monitoring System.	FFY 2005 (SY 05-06) through FFY 2006 (SY 06-07)	CIMFS Performance Indicator on Effective Transition
2. Implement improved general supervision of transition and accountability with the recalibrated Continuous Improvement and Focused Monitoring System described in Indicator 15. [Added in SPP for FFY 2006 (06-07) submission.]	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	DEL monitoring team, Transition Initiative, the IDOE Information Technology Division, the DEL due process team, and LEAs

Improvement Activities	Timelines	Resources
3. The DEL will issue a memorandum informing LEAs that the requirement to provide a FAPE by the child's third birthday has not changed for children served in Part C and referred to Part B. However, the way the DEL verifies whether an IEP is implemented by a child's third birthday will be determined by whether services began by the child's third birthday rather than the date of the CCC meeting where the parent signed consent for the IEP. The LEA will be informed of the new data field in the CODA Project.	FFY 2007 (SY 07-08)	The DEL and the IDOE Information Technology Division
<u>Personnel Development</u>		
1. Develop and widely distribute a transition DVD to help prepare families exiting First Steps and seeking services from Head Start or Special Education from Part B for transition. The DVD will provide consistent transition information for providers.	FFY 2005 (SY 05-06) through FFY 2006 (SY 06-07)	The DEL, with financial support from the Indiana State Improvement Grant and provider and family input.
2. State Transition Team members from the Transition Initiative will provide information and training in each First Steps Cluster to transition partners on local teams and others involved in transition to share resources and provide transition information. [Revised in SPP for FFY 2006 (SY 05-06) submission.]	FFY 2007 (SY 07-08)	Members of the State Transition Team from the DEL, First Steps, Head Start, Prime Time and Education of Homeless Children and Youth in IDOE, Indiana State Department of Health, and Child Care Resource and Referral.
3. The State Transition Coordinator for the Transition Initiative and regional staff will assist local transition teams with team	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	State Transition Coordinator for the Transition Initiative, the State Transition Team,

Improvement Activities	Timelines	Resources
<p>development, provide training to improve transition experiences, and provide resources and information on best practices.</p> <p>The State Transition Coordinator for the Transition Initiative will provide technical assistance to LEAs that report reasons for delay due to lack of timely information from First Steps service coordinators. [Added in SPP for FFY 2006 (06-07 submission.)]</p>	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	<p>and the DEL.</p> <p>The State Transition Coordinator and the DEL.</p>
<p>4. The DEL Early Childhood Coordinator will provide state-wide updates on LEA progress in meeting requirements for Indicator 12 to early childhood administrators at their annual Spring conference. Early childhood administrators representing LEAs that achieve 100% compliance on implementing IEPs by third birthday will receive a certificate of recognition. A state-wide data showing LEAs with LEAs that did not achieve compliance shall be distributed. Early childhood administrators shall discuss noncompliance and share strategies that work to correct noncompliance.</p>	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL Early Childhood Coordinator and Early Childhood Administrators.
<p>5. Utilize the evidenced-based research and resources from the National Early Childhood Transition Center (NECTC) and the North Central Regional Resource Center (NCRRC). [Added in SPP for FFY 2006 (SY 06-07) submission.]</p>	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	NECTC, NCRRC, and the DEL.
<u>Collaboration and Coordination</u>		

Improvement Activities	Timelines	Resources
1. The DEL and First Steps will share transition data from each system to inform, verify, and correct inconsistencies. The information will be utilized to reconcile differences and inform local agencies of discrepancies in order to improve communication and data accuracy.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL and First Steps.
2. The State Transition Coordinator and regional staff for the Transition Initiative will facilitate development of local MOAs. Local MOAs will be posted on the Transition Initiative web site. Local MOAs provide a framework for collaboration in implementing a comprehensive, coordinated service system for young children and their families. The MOAs include joint planning and identify roles and responsibilities for transition.	FFY 2005 (SY 05-06) through FFY 2006 (SY 06-07)	Transition Initiative
3. Update the state level MOA to provide a framework for collaboration in implementing a comprehensive, coordinated service system for young children and their families. Include joint planning roles and responsibilities for transition in the MOA. The signed State MOA will be publicized through participating agency web sites and the transition initiative web site.	FFY 2005 (05-06) through FFY 2006 (SY 06-07)	The MOA team that represents the signatory agencies.
4. Utilize Indiana's Transition Initiative as a vehicle to assist communities in creating a comprehensive community-wide system ensuring positive and effective transition experiences for	FFY 2005 (05-06) through FFY 2010 (10-11)	The DEL, members of the State Transition Team, the State Transition Coordinator, regional transition staff, and local

Improvement Activities	Timelines	Resources
young children and their families. [Revised in SPP for FFY 2006 (SY 06-07) submission.]		transition teams.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an individualized education program IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

[20 U.S.C. 1416(a)(3)(B)]

NOTE: Currently, Indiana's special education regulations (called Article 7), as well as drafted Article 7 (in response to Individuals With Disabilities Education Improvement Act (IDEA 2004) states transition from school to adult life will begin at age 14 or the 9th grade (or earlier, if the CCC determines appropriate). A Transition IEP must be in effect when the student turns 14 or enters into grade 9, whichever occurs first. Therefore, for purposes of this report the indicator will read:

Indicator 13: Percent of youth **aged 14** and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Measurement: Percent = [(# of youth with disabilities **aged 14** and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP **age 14** and above)] times 100.

Overview of Issue/Description of System or Process:

For this indicator, regarding transition plan components for students with disabilities, Indiana state rule requires transition plans beginning at age 14, or prior to the 9th grade, or earlier if determined appropriate by the case conference committee. As a component of the Continuous Improvement Focused Monitoring System (CIFMS), the Indiana Department of Education (IDOE), Division of Exceptional Learner (DEL) requires each local education agency (LEA) to review 5% of student records (with a minimum of five records reviewed and a maximum of 25 records reviewed) at each building that students with disabilities/IEPs at the indicated age receive services.

Although Indiana's CIFMS process is moving toward a web-based information system, this particular indicator still will require a local and individual file review. Indiana has had, in the past, a similar indicator based upon a file review of the necessary components as delineated in Article 7, based on IDEA, prior to the 2005 reauthorization.

Baseline Data for FFY 2005 (SY 05-06):

Baseline data is based on the review of 3,095 files representing 308 LEAs in the state. Each LEA was required to review files of students with disabilities aged 14 through 21. Using the total number of students within this category, per LEA 5% of those eligible files were to be reviewed for the required components. If the 5% per LEA exceeded 25 files, the LEA was only required to review a maximum of 25 files. However, if the 5% per LEA resulted in less than five files to be reviewed, 100% of all eligible student files required review. In FFY 2005 (SY 05-06), there were six LEAs required to review 100% of eligible files due to the small number of students aged between 14 and 21.

Of the files reviewed, 88% contained all the required components.

Discussion of Baseline Data:

Reflective of Indiana's rule that students age 14 and older, or prior to the 9th grade, are required to have a Transition IEP with the required components in place, these students were also included in the file review that formed the FFY 2005 (SY 05-06) baseline data.

During the file review for this indicator, a number of local special education directors contacted the DEL with concern regarding the language used in this indicator as compared to the language used in Article 7. The general consensus was that while certain files met the standard in Article 7 as it stood prior to the re-write to meet IDEA 2004, the components did not meet the exact language of this indicator. Therefore, local special education directors did not feel that they could count files as compliant with the new language, thus setting a higher standard for compliance. Several directors also reported that according to the standard for "measurable goals," some goals within Transition IEPs were not measurable and therefore did not meet the standard and therefore those files were considered as not in compliance. Directors indicated that staff would be directed to re-convene the case conference committees for those individual students and create a compliant IEP document.

Due to the re-authorization of IDEA, Indiana is in the process of revising Article 7. Through the stake-holder process, with preliminary language in place, it is expected that Article 7 will continue to go beyond IDEA 2004 in requiring transition plans for students starting at age 14 or the 9th grade, whichever occurs first. The stakeholder group – the, The State Advisory Council on the Education of Children and Youth with Disabilities (the State Advisory Council) consists of a majority of members (other than the mandated agency representatives) that are parents of students with disabilities. The participants on the council have recommended retaining the age/grade at which transition planning starts at age 14 or 9th grade, whichever occurs first. Also, the revision of Article 7 will contain the requirement of a Summary of Performance (SOP).

FFY	Measurable and Rigorous Target (Revised)
2005 (SY 05-06)	Baseline year
2006 (SY 06-07)	100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2007 (SY 07-08)	100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2008 (SY 08-09)	100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2009 (SY 09-10)	100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2010 (SY 10-11)	100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
School corporations not meeting standard complete file review utilizing Putting the Pieces Together – Section: Transition 14+. Revision: All LEAs complete 5% file review utilizing the “Indiana Transition Requirements Checklist” and submit results utilizing the “Indiana Checklist Tally”. (Revised during FFY 2006 [SY 06-07])	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL, Information Resources and Monitoring Revision: Add “Statewide transition school to adult life stakeholder group”.
Implement an electronic data collection system for	FFY 2008	IDOE

Activity	Timeline	Resources
each of the discrete elements of the “Indiana Transition Requirements Checklist” and “Tally” to enable a deeper data analysis. (New during FFY 2006 [SY 06-07])	(SY 08-09)	Information Technology Division
Continue semi-annual publication of INDEPENDENCE, a magazine consisting of a collection of articles of interest to students with disabilities at the secondary level.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL, other resource documents.
Revise Article 7 to reflect the new requirement for the Summary of Performance (SOP). Revision: Recommend that Article 7 be revised to include the following: A. An SOP be added, and that the SOP be completed when: (1) A student graduates from high school with a regular diploma; (2) A student leaves high school with a certificate of completion; or (3) A student exceeds the age eligibility for special education and related services. B. Transition IEPs are developed and are in effect for students entering into 9 th grade or turning 14 years of age, whichever occurs first, or earlier if determined appropriate by the CCC. (Revised during FFY 2006 [SY 06-07])	Revision: FFY 2008 (SY 08-09)	The DEL, The State Advisory Council, stakeholders, Indiana State Board of Education.
The transition school to work Interagency Coordinating Council, (known as the “290 Committee”) address statewide issues as they relate to transition. (New during FFY 2006 [SY 06-07])	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	Family Advocates, the IDOE, Vocational Rehabilitation Services, Mental Health and Addictions, Developmental Disabilities, Workforce Development, Corrections, Social Security, Indiana and Ball State Universities, Indiana State Improvement

Activity	Timeline	Resources
		Grant, Community Rehabilitation Provider, Special Education and postsecondary follow-up consultant (See Indicator 14).
Provide training to stakeholders on the Transition IEP decision flow chart and components. (New during FFY 2006 [SY 06-07])	FFY 2007 (SY 07-08)	The DEL and contractors, local special education planning districts, LEA administration, stakeholders.
IN-SIG grant: Continue to work with school based transition personnel and other stakeholders to refine guidelines for CCCs in the development of the transition components of the IEP. g) Revision: Using the Indiana State Improvement Grant (or the State Personnel Development Grant – if funded) as a conduit, provide statewide, stakeholder training and technical assistance in the area of school to adult life transition. (Revised during FFY 2006 [SY 06-07])	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The DEL, agencies, schools, and organizations involved in IN-SIG.
Complete multi-year review of all LEA results of file reviews to determine specific LEAs that lapse below 100% standard in any reviewed years. Hold meetings with individual LEA administration and special education planning district directors to identify and remediate problem. h) Revision: Monitoring verification visits to: A. conduct individual file reviews; and B. discuss, with the administration and special education planning district directors, the LEA planned outcomes in regard to graduation rates (Indicator 1), drop-out rates (Indicator 2), Transition IEP components and implementation (Indicator 13), and, Post School Outcomes (Indicator 14). (Revised during FFY 2006 [SY 06-07])	FFY 2008 (SY 08-09)	The DEL, local special education planning districts, LEA administration.
Complete the Indiana Employability Skills Assessment & Reporting Initiative. (New during FFY 2006 [SY 06-07])	FFY 2009 (SY 09-10)	The DEL, local special education

Activity	Timeline	Resources
		planning districts, LEA administration, stakeholders.
Modify the Electronic IEP tool to include all of the Transition IEP components. (New during FFY 2006 [SY 06-07])	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL staff and contractors, local special education planning districts, LEA administration, stakeholders.
Conduct a school to adult life transition conference during the Fall of 2008. (New during FFY 2006 [SY 06-07])	FFY 2008 (SY 08-09)	The DEL staff and contractors, local special education planning districts, stakeholders.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had individualized education programs (IEPs), are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process:

The Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) initiated a study in 1997 to conduct annual, post-school outcome surveys for students who received special education services while in school. This study was coordinated with local educational agencies (LEAs). As a result of this initiative, the Indiana Post-School Follow-Up System (INPSFS) was developed. The INPSFS surveys former students about their plans for post-school life and post-school adjustment. The original INPSFS was designed to collect and analyze outcome data at two points, at a student's exit from school and at four years post exit.

The original INPSFS went through a year of redesign and additional pilot testing in calendar years 2004 and 2005. The redesign consisted of a comprehensive review of the literature in the fields of secondary transition, employment and post-secondary education related to individuals with disabilities, a complete analysis of the current system, and a review of post school outcome studies in other states. Input was solicited from the DEL and LEA personnel, in addition to input from an expert panel review regarding the survey redesign. The redesigned INPSFS was pilot tested with students from 36 LEAs. Final revisions were made with LEA personnel, parent, and student input. The new INPSFS includes an individualized education program (IEP) analysis, coupled with an exit interview that establishes the basis for analysis with post school outcomes and longitudinal data collection using a 1-3-5 year follow up survey methodology.

During FFY 2006 (SY 06-07), the redesigned INPSFS was implemented statewide, providing a comprehensive census data collection method. The intended outcomes/goals and objectives of the redesigned INPSFS are to:

- a) provide a comprehensive seamless follow-up system for data collection and student engagement;
- b) collect trend data and longitudinal data at key points in the transition process to yield more accurate data for analysis;
- c) provide descriptive and inferential statistical data from the INPSFS system to local, regional, state, and federal policymakers and stakeholders concerning the status of transition for students with disabilities in Indiana;
- d) meet mandated and policy/programmatic requirements for federal/state reporting;
- e) provide local, regional, state data to shape best practices and policy decisions concerning post school outcomes e.g. employment, adult services, post-secondary education and training efforts;
- f) assist local school corporations to better understand and utilize their data to create more effective transitional processes at the local level; and
- g) provide a blue-print for on-going IDOE training efforts to suggest change, implement best practices, and facilitate the above outlined INPSFS goals.

Sampling Procedure:

The INPSFS utilizes a census sampling method. Weighting procedures were employed to ensure response data are representative of the population. Weight procedures have been developed as part of the data analysis protocol and procedures that are applied to the INPSFS data set through SPSS statistical software applications for data analysis. Weights have been employed for the FFY 2006 (SY 06-07) data presented in this report to “weight the sample up to population size for reporting purposes”.⁴⁷ Data reported are representative of the student population as described in the preceding paragraph.

Local educational agency staff members are required to document attempts made in locating former students in the INPSFS database. Survey returns are analyzed for follow-up, and participation/return rates are compiled for both LEAs and planning districts. Though considerable efforts are employed, locating former students continues to present a significant challenge to the overall survey return process. Local educational agency personnel have been trained on effective strategies to increase response rates.

Method of Data Collection:

The survey forms for the INPSFS are sent to LEAs, who organize and facilitate data collection through staff phone survey methods and database input utilizing Fox Pro software managed by Ball State University (BSU) and the DEL staff. Data is collected from former students and/or guardians by designated LEA staff (teachers, job coaches, transition specialist, administrators and assistants). Staff members from BSU and the DEL provide semi-annual trainings and information sessions, including interviewing protocol and system design, to LEA staff. Ball State University and the DEL assistance relating to the INPSFS is readily available to all LEAs.

⁴⁷ SPSS Reference Guide, 1990, p.720.

Once collected, data is loaded into a database maintained by the DEL and analysis is done by the DEL staff in consultation with the Department of Special Education at BSU. Data from the INPSFS is reported to the DEL, to special education planning districts, and to LEAs for the purposes of program monitoring, planning, development, and training. All data collection is coded using the IDOE-assigned student test numbers (STN) system. Reported data does not include personally identifiable student information, and all data is aggregated for reporting purposes. Ball State University Institutional Review Board of Research projects with human subjects as specified by the National Institute of Health (NIH) and the IDOE requirements under Family Educational Rights and Privacy Act (FERPA) have been met.

One year post exit surveys are initiated in April each year with a final submission due date of September 8.

Data Use

The INPSFS database system is currently written in the same language as the Computerized Data (CODA) Project.⁴⁸ The database has been updated over the course of the last three years to increase the ease and access to the system. The current database is user-friendly (as identified in an evaluation survey) and can easily generate statistical reports at the local level. Additionally, each report can be queried/disaggregated for each LEA, special education planning district, school building, and/or exceptionality area. These reports generate the survey responses by the number of respondents, their responses to questions, and the percentages within each response. For example, if an LEA wanted to compare the number/percentages of students that received work experience while in high school, the database can easily provide that information at the local site. Local educational agency staff have been trained on the use of the database to generate local reports.

INPSFS data has been an integral part of the transition from school to work projects that have occurred at the state. Most importantly, the INPSFS data has been used to make important program evaluations and changes that helped focus our transition efforts in the state. INPSFS data has been used to:

- Develop strategic planning for the Indiana's Senate Bill 290 committee, who was responsible for addressing transition issues amongst adult service providers. This committee is composed of state agency personnel involved in the transition process.
- Support a recommendation to Indiana's State Advisory Council on Children and Youth with Disabilities (State Advisory Council) to maintain the age 14 requirement in Article 7(Indiana's Special Education Regulations) transition language.

⁴⁸ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

- Support a recommendation to the State Advisory Council to include the Summary of Performance (SOP) requirement for all exiting students, not just those exiting with a diploma or who are aging out of the education system.
- Identify training needs related to transition. As a result, transition personnel throughout the state are developing a guidance document to the transition process and IEP development. Statewide training will follow.
- Identify issues related to employability skills in exiting students. As a result, the Employability Skills Work Group formed. This group examined a number of widely accepted curricula, assessment, and data collection tools in an effort to identify a standardized instrumentation to address employability standards and certification for employment. The collaboration and implementation of a universally understood system of recognition at the state level could potentially connect classroom curriculum, transition plans, vocational programs, and employment agency efforts to benefit the student and the economy of the state.
- Report local CIFMS results and corresponding improvement plans.
- Provide Power Points containing local data in comparison to state averages to LEAs for sharing amongst LEA staff.

Baseline Data for FFY 2006 (SY 06-07):

In the FFY 2006 (SY 06-07) INPSFS process, 2,699 individuals completed the survey process. (These 2,699 individuals were FFY 2005 (SY 05-06) exiting students). Of these 2,699 individuals, 70.4%, or 1,901 of the 2,699, were competitively employed, enrolled in some type of postsecondary school, or both. A total of 120 additional individuals (4.4% of the total 2,699) reported that they were working or employed but either refused or “did not know” their hourly wage earnings. These individuals could not, therefore, be calculated per the requirements of Indicator 14.

Table 1 below provides exact details about the status of the 1,901 individuals who were either competitively employed, enrolled in some type of postsecondary school, or both.

Table 1

Indiana Post School Status of FFY 2006 (SY 06-07) Respondents

Current Status	One-Year Respondents	
	<i>n</i>	%
<i>Full time student</i>	308	11.4
<i>Part time student</i>	49	1.8
<i>Employed full time (>35 hours per week)</i>	827	30.6
<i>Employed part time (<35 hours per week)</i>	328	12.2
<i>Employed part time Full time student</i>	91	3.4
<i>Employed part time Part time student</i>	130	4.8
<i>Employed full time Full time student</i>	97	3.6
<i>Employed part time Full time student</i>	227	8.4
<i>Un-employed</i>	642	23.8
<i>Percentage of Total</i>	2699	100

Discussion of Baseline Data:

Table 1 presents the current post-school status of INPSFS for the respondents from FFY 2006 (SY 06-07), or in other terms the FFY 2005 (SY 05-06) exiting students. There were 13.2% (n=357) of all respondents that were attending postsecondary education (PSE) full-time or part-time. An additional 20.2% (n=545) were attending PSE (full-time or part-time) and indicated some level of employment (full-time or part-time). A total PSE participation rate of 33.4% (n=902) was found for INPSFS FFY 2006 (SY 06-07) respondents, FFY 2005 (SY 05-06) exiting students. Employment data indicated that 62.9% (n=1700) of INPSFS FFY 2006 (SY 06-07) respondents, FFY 2005 (SY 05-06) exiting students, were employed either full-time (42.6%, n=1151) or part-time (20.3%, n=549), including those INPSFS FFY 2006 (SY 06-07) respondents, FFY 2005 (SY 05-06) exiting students, also enrolled in PSE. Twenty-four percent (n=642) of all INPSFS FFY 2006 (SY 06-07) respondents, FFY 2005 (SY 05-06) exiting students, indicated that they were unemployed.

Additionally, 87.5% of those employed were earning at or above minimum wage (\$5.15) [Note: of those reporting hourly wage earnings (n=1104), 98.5% indicated that they were earning at or above minimum wage]. Eleven percent of those employed either did not know their wage earnings or refused to share this information. Less than 1% of respondents were employed in non-competitive jobs at piece work rates and less than 1% of INPSFS respondents were earning below minimum wage at their current job.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Not applicable
2006 (SY 06-07)	Data from FFY 2006 (SY 06-07) formed the baseline for this indicator at 70.4% for the percent of students competitively employed or engaged in post-secondary education, one year post exit.
2007 (SY 07-08)	The percent of students competitively employed or engaged in post-secondary education, one year post exit will be 70.6%.
2008 (SY 08-09)	The percent of students competitively employed or engaged in post-secondary education, one year post exit will be 70.8%.
2009 (SY 09-10)	The percent of students competitively employed or engaged in post-secondary education, one year post exit will be 71.0%.
2010 (SY 10-11)	The percent of students competitively employed or engaged in post-secondary education, one year post exit will be 71.2%.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Activities listed in Indicator 13 will also contribute to increased results for Indicator 14.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	See Indicator 13

Activity	Timeline	Resources
Work with Indiana Resource Center for Families with Special Needs (IN*SOURCE) to produce the college and postsecondary resource directory annually.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	IN*SOURCE, The DEL, Colleges and Postsecondary schools.
Increase response/contact rate by exploring additional ways to survey students post-exit.	FFY 2007 (SY 07-08) Revision FFY 2006 (SY 06-07)	The DEL, Post-Secondary Study Project, LEAs
Review survey forms with focus group to determine content, format and media type.	FFY 2007 (SY 07-08)	The DEL, Post-Secondary Study Project, LEAs
Develop the survey so it can be accessed electronically by responders across the state.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) New During FFY 2006 (SY 06-07)	BSU, IPSFUS Consultant, transition school to work stakeholders.
Addition of report generating features to enable users to query/disaggregate data for purposes of analysis and increased accountability.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) New During FFY 2007 (SY 07-08)	BSU, IPSFUS Consultant, transition school to work stakeholders.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

[20 U.S.C. 1416 (a)(3)(B)]

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Overview of Issue/Description of System or Process:

Under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), the United States Secretary of Education is given the responsibility of monitoring states, and requiring states to monitor local educational agencies (LEAs), using quantifiable indicators in three different priority areas.⁴⁹ In these three priority areas, there are 20 indicators. States are required to monitor the status of LEAs on 20 indicators. In Indiana, this system of general supervision is carried out by the Continuous Improvement and Focused Monitoring System (CIFMS), within the Indiana Department of Education (IDOE), and the Division of Exceptional Learners (DEL) on an annual basis. The 20 indicators are separated into two subgroups, performance and compliance. Eleven of the indicators are performance, or results-related, indicators and consist of such examples as parent involvement and graduation rates. Performance indicators are measured against established benchmarks, and LEAs are expected to improve performance if they are below target performance level. The target

⁴⁹ The three priority areas are LRE, General Supervision, and Disproportionality. For details, see 20 USCS 1416(a)(3).

levels change annually so the reader is referred to the specific indicator within this report for the precise target performance level. The United States Department of Education (US DOE) indicators that are results-related are:

- a. Indicator #1, Percent of youth with individualized education programs (IEPs) in the State graduating with a regular diploma.
- b. Indicator #2, Percent of youth with IEPs in the State dropping out of high school.
- c. Indicator #3, Participation and performance of children with disabilities on statewide assessments:
 - i. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's adequate yearly progress (AYP) objectives for progress for disability subgroup.
 - ii. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
 - iii. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
- d. Indicator #4, Rates of suspension and expulsion:
 - i. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
 - ii. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity⁵⁰.
- e. Indicator #5, Percent of children with IEPs aged 6 through 21:
 - i. Removed from regular class less than 21% of the day;
 - ii. Removed from regular class greater than 60% of the day; or
 - iii. Served in public or private separate schools, residential placements, or homebound or hospital placements.
- f. Indicator #6, Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e.,

⁵⁰ For FFY 2006 (SY 06-07) this sub indicator is not required to be monitored.

early childhood settings, home, and part-time early childhood/part-time early childhood special education settings)⁵¹.

- g. Indicator #7, Percent of preschool children with IEPs who demonstrate improved:
 - i. Positive social-emotional skills (including social relationships);
 - ii. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
 - iii. Use of appropriate behaviors to meet their needs.
- h. Indicator #8, Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- i. Indicator #14, Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
- j. Indicator #18, Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- k. Indicator #19, Percent of mediations held that resulted in mediation agreements.

In addition to the 11 performance indicators, there are also nine compliance indicators on which state education agencies (SEAs) and LEAs are required to make annual full compliance, three of which are SEA specific. These indicators require 100% compliance and include:

- a. Indicator #9, Target = 0%. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- b. Indicator #10, Target = 0%. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- c. Indicator #11, Target = 100%. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
- d. Indicator #12, Target = 100%. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

⁵¹ For FFY 2006 (SY 06-07) this sub indicator is not required to be monitored.

- e. Indicator #13, Target = 100%. Percent of youth aged 16⁵² and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- f. Indicator #15, Target = 100%. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
- g. Indicator #16, Target = 100%. Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint⁵³.
- h. Indicator #17, Target = 100%. Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party⁵³.
- i. Indicator #20, Target = 100%. State reported data [618 and SPP and Annual Performance Report (APR)] are timely and accurate⁵³.

The IDOE is required to collect and analyze the data from each LEA on an annual basis for each of these indicators. The DEL is the division charged with this responsibility for the IDOE and does indeed collect the data on the indicators annually. In previous years, the DEL monitoring process has been called into question by the Office of Special Education Programs (OSEP) due to discrepancies in the reporting and questions of the authenticity of some of the data.

In August 2006, the OSEP within the US DOE conducted an onsite verification visit with the IDOE. A significant portion of this verification visit consisted of focused attention on Indiana's system for ensuring timely correction, within 12 months, by LEAs for issues of noncompliance within the nine compliance indicators. In a letter dated November 22, 2006, from Alexa Posny, then Director of OSEP, it was stated that "[t]he State has not met its responsibility to ensure that noncompliance is corrected within one year of its identification . . ." and subsequently, it was mandated that the IDOE take appropriate steps to ensure correction of issues of noncompliance in the future.

Due in part to the August 2006 OSEP verification visit and in part to the IDOE's commitment to ongoing consideration and betterment of its general monitoring process, a wide array of changes and improvements have been made in the IDOE, specifically in the DEL. These changes have taken considerable time to achieve but, in the long run, are believed to be in the best interest of the constituents of the state of Indiana. The DEL acknowledges that innumerable aspects of the general monitoring process must be reconstructed and reorganized in order to provide the most efficient and meaningful education for all Indiana children with specialized learning needs. Additionally, the DEL acknowledges that at this time, it has yet to achieve a level of full-correction and

⁵² For Indiana, transition requirements begin at age 14 unless the case conference committee determines a need to begin earlier.

⁵³ This indicator is SEA specific in that the data is collected and organized by the IDOE, DEL.

compliance with OSEP's expectations for this indicator. However, with its ongoing internal improvement activities, the IDOE is confident that within a reasonable amount of time, it will not only be in compliance with federal mandates, but will also have thoughtfully and affirmatively developed an efficient system of general supervision that fully address the OSEP requirements.

During FFY 2006 (SY 06-07), due to a substantial shift of staff and personnel within the DEL, the IDOE Assistant Superintendent for the DEL carefully considered and examined the General Supervision indicator expectation; resulting in significant and deliberate changes to the overall CIFMS process. In an analysis of the General Supervision process to this point, it was determined that there was an inadequate means of ensuring LEA correction of noncompliance. The feedback loop between the DEL and each LEA was ineffective and more resources (i.e., personnel) were needed to ensure that all of the required activities be completed. During the reporting year and into the Fall and Winter of the 2007-2008 school year, Indiana placed priority on the CIFMS system being reinvented. Expending the personnel resources to change the system meant that other activities (e.g., official notification letters of noncompliance) were left undone.

As the new CIFMS team members learned new responsibilities by attending nationally sponsored conferences, utilizing the resources from the various US DOE sponsored technical assistance centers, and analyzing the existing data sources and reported outcomes for the indicators, they became familiar with the scope and intent of the US DOE monitoring expectations. One of these expectations is to analyze LEA data and provide feedback. The data from FFY 2005 (SY 05-06) for each LEA will be combined with the current reporting year [FFY 2006 (SY 06-07)] and the various hierarchy levels of monitoring explained later in this indicator will encompass both years of data. The DEL will be sending letters to each LEA regarding their performance on the 20 US DOE indicators in February 2008. This letter will serve as the notification to each LEA that they have 12 months to correct any deficiencies with regard to the nine compliance indicators according to the improved and updated CIFMS process. Each LEA will also be required to describe how a local analysis of the data was conducted and what steps, if any, will be taken to ensure that all data submitted to the IDOE is not only timely, but accurate. The DEL will be reporting on the progress made by each LEA in the FFY 2007 (SY 07-08) APR.

Basis and groundwork for the change in the DEL CIFMS process is borrowed in part from the IDOE Title I monitoring process, carried out by the Division of Compensatory Education Services and Indiana's PROBE process. In response to a 2005 legislative directive to perform a comprehensive review of executive branch agencies, the Indiana Office of Management and Budget (OMB) developed an 18-question survey instrument called the PROBE, an acronym for Program Results: an Outcome-Based Evaluation. This tool seeks to ascertain the effectiveness of Indiana state programs to achieve results, while considering the efficiencies in which services are delivered. Many of the questions were duplicated from the federal OMB's Program Assessment Rating Tool (PART). Some of the questions carried forth within the CIFMS from the PART include:

- Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?
- Is the program effectively designed and targeted, so that resources will reach intended beneficiaries and/or address the program's purpose?
- Have specific long-term, results-based performance measures that are linked to the program purpose been established?
- Does the program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?
- Have the program's purpose, goals and measures been communicated throughout the organization and across program partners?
- Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?
- Does the agency regularly collect timely and credible performance information, including information from key partners, and use it to manage the program and improve performance?
- Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?
- Does the program collaborate and coordinate effectively with related programs?
- Has the program demonstrated adequate progress in achieving its long-term performance goals?
- Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?
- Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?

These 12 questions have been amended or modified to be included as part of the revised CIFMS. A complete description of the revised CIFMS follows under the description of improvement activities for this indicator.

Every LEA in the state is expected to fully meet the US DOE compliance standards for the six compliance indicators and must do so on an annual basis. Every LEA, regardless of performance on the compliance indicators, must complete an annual desk audit, which is submitted to the DEL and is then analyzed for achievement toward the

targeted performance goals (per the DEL state-directed aims) for the remaining 11 performance indicators. In previous years, any LEA not meeting the standard set for a given indicator was required to conduct a local review on that indicator and report to the IDOE reasons for the noncompliance. These reasons were then required to be accompanied by an Action Plan, which specified how the LEA would seek to achieve compliance for the next federal fiscal year (FFY) reporting period. The strategies were reviewed and accepted/approved by the IDOE or revisions were required. In most cases, corrective action was required within a six month period of time, but in no case less than a 12 month timeframe. As stated previously, this process is being amended and improved and will be discussed in more detail later in this report.⁵⁴

Baseline Data for FFY 2004 (SY 04-05):

- a. Findings of noncompliance were identified through the CIFMS in 73 special education planning districts.
- b. Corrections were completed as soon as possible, with Improvement Action Plans that included timelines for compliance that did not exceed 12 months.
- c. Not all findings of noncompliance were corrected in less than one year.

Discussion of Baseline Data:

Since the FFY 1999 (SY 99-00), Indiana's CIFMS process has been modeled after the US DOE, OSEP monitoring process. The primary focus of the system is on the data that is collected and reviewed, and by collecting this data on an annual basis, the CIFMS process helps to ensure continuous improvement throughout the state for all LEAs and across all of the measured indicators. Over 15,000 data sets are reviewed annually through the CIFMS process.

A number of broad issues impact and present challenges to the success of the CIFMS process. One overarching concern is that in regards to noncompliance, certain goals, particularly when 100% compliance is required, are incredibly difficult, if not impossible to achieve. For example, in large LEAs, where there are a large number of students served, having only one instance of failure to implement an IEP by the third birthday for a student transiting from Part C to Part B puts the LEA at a level below 100% and therefore, out of compliance with the federal requirement. This one point of noncompliance may not be indicative of a systemic failing system but instead be one isolated event best dealt with on an individual basis.

Another issue, impacting not only Indiana but all states, is that of personnel shortages. An incapability to hire and retain employees is a concern that can take more than 12 months to correct. An example of this is when additional evaluation personnel are needed but must be trained and employed in order to meet evaluation timelines.

⁵⁴ The local directors of special education and their administrators who assist them will be fully informed of this revised monitoring process at the Spring ICASE meeting in Indianapolis on February 22, 2008. All will be informed that this revised process begins immediately and that an expedient turn-around in responses will be necessary. The attendees will also be informed that the revised process may be modified depending on the feedback received from US DOE.

Sometimes these issues may be corrected in one LEA only to reappear in another as personnel move from one position to another within any given region of the state.

A final factor regarding this indicator relates to Indiana's data collection process. Indiana received a US DOE grant intended to provide the resources necessary to streamline the LEA data collection process. Currently there is one data collection process for general education (which includes students with disabilities since they are a part of the general student body) and a separate data collection system for special education funding. This separate collection process for special education funding is conducted by the Computerized Data (CODA) Project⁵⁵. While there are many activities taking place at the IDOE to align and merge these data systems, much work remains before the process is complete. Until that occurs, some of the data received by the IDOE is duplicative and not necessarily in the precise disaggregation necessary for monitoring the 20 US DOE indicators. Progress is beginning in this regard and more detail about the process is provided in Indicator 20 of this same report. For purposes of this indicator, suffice it to say that the data collected is analyzed in a cautionary mode because it still remains that some data is not yet entirely accurate. In instances of inaccurate data, LEAs are required to provide the DEL with a detailed explanation of why the data is inaccurate and what the actual disaggregated view should be for the indicator. With this information, the IDOE intends to move closer to aligning the disaggregated data needs of the state with what the US DOE needs as a result of the CIFMS process.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	100% of non-compliance corrected within one year.
2006 (SY 06-07)	100% of non-compliance corrected within one year.
2007 (SY 07-08)	100% of non-compliance corrected within one year.
2008 (SY 08-09)	100% of non-compliance corrected within one year.
2009 (SY 09-10)	100% of non-compliance corrected within one year.

⁵⁵ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

2010 (SY 10-11)	100% of non-compliance corrected within one year.
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Improvement Activities/Timelines/Resources:

As a byproduct of the reevaluation and modification to Indiana's CIFMS process, the improvement activities, timelines, and resources for this indicator have been completely revised, as follows. This revised monitoring process, set to commence during the FFY 2007 (SY 07-08), is a multi-step process based on research from Leithwood & Jantzi (2006), Kopac (1991), and Cardno (2006) along with insight from Sengi (1990). It is the DEL's assertion that this recalibration of the CIFMS plan will lead to a more cohesive and sustainable process for the LEAs noted to be in noncompliance than was previously afforded. Through these intensified, collaborative, and focused efforts jointly enacted by LEA and IDOE staff full compliance is not only more likely on this indicator, but also on each of the 20 indicators mandated by the US DOE. Modeled after the IDOE Title I monitoring process, DEL staff members will be assigned to specific and individual LEAs. Each staff member will serve as the LEA's primary contact, to whom questions and communication will be directed. Having an ongoing and consistent relationship between the DEL primary staff contact member and the LEA is advantageous because it ensures a higher sense of reliability and a higher sense of collaboration between the state and local levels. Additionally consistency across the IDOE will be provided by pairing the Division of Compensatory Education staff members with the DEL staff members. All LEAs will be informed of the contact information for the DEL staff member to whom they have been assigned and that all responses must flow through that staff member to ensure consistency and continuity of the revised CIFMS process.

Overview of Hierarchies*Level: 1 DEL / LEA Review of Data for All 20 Indicators*

The CIFMS process is multifaceted and begins first with the IDOE collection of data for each LEA in the state on each of the indicators. Once the data is collected, DEL staff members will analyze the data for their individual LEAs, providing a first level review for any discrepancies or inadequacies. This *Level 1* collection and analysis will occur for every LEA, on each of the indicators. The DEL staff will determine whether the LEA has achieved the specified target for the indicator and denote that in an internal data base designed for tracking each LEA on each of the indicators. This first level of review will occur prior to June 1 for any given year. LEAs will be informed via a written letter to the superintendent of the LEA of the findings of the DEL *Level 1* review.

Level 2: LEA Desk Audit / Verification of Data

If an LEA is found to be out of compliance on any compliance indicator, or to have failed to meet a target on a performance indicator, that LEA will then move from *Level 1* to

Level 2 of the CIFMS process. Additionally at any time a DEL staff member flags an LEA's data as questionable, disputable, or suspicious, the LEA may be moved into *Level 2* of the CIFMS process. *Level 2* requires a desk audit be completed by the LEA, consisting of a local review of the data submitted to the IDOE for any of the indicators for which there is an issue or concern.

This required desk audit will at a minimum necessitate an evaluation by the LEA of possible issues regarding:

- specific buildings,
- class or course schedules, or
- service provider caseloads that may be preventing the LEA from achieving compliance within any given indicator.

In addition the LEA must specify in writing how it intends to bring any data reporting inadequacies for any of the indicator(s) into full compliance within the next 12 month time frame.

The LEA *Level 2* response requires a reflective analysis of the 12 questions that have been brought forth and modified from the state-approved PROBE. This is a district-wide reflective analysis that will necessitate review of any and all other state or federal mandated plans that the LEA has developed. Through the local analysis of those plans and the 12 questions from the PROBE the *LEA Level 2* response will provide the DEL with a written introspective review of where various plans overlap and how the LEA might collaboratively address any issues that are potentially causing lack of compliance with the cited indicators.

If an LEA found to be out of compliance with any one of the nine compliance indicators is already scheduled for an On-Site Monitoring Visit by the Division of Compensatory Education through its Title I monitoring, the DEL staff member working with that LEA will become necessarily involved in the already planned On-Site Visit. This collaborative approach to monitoring will permit a more meaningful and holistic view of the LEA with a consideration of both Title I and CIFMS indicators. This collaborative monitoring visit will be in addition to the *Level 2* report required from the LEA. Each LEA scheduled for a collaborative monitoring visit will receive written notification from their respective DEL assigned staff member no later than September 1 of each year.

LEAs required to conduct a *Level 2* review must return the findings of its review to its DEL assigned staff member by October 1 of the year that the failure to achieve the target for the indicator(s) was identified. As part of the analysis, the LEA is required to provide an aggregate description of how the analysis took place, who was involved in the analysis, and what the district-wide implications are for the findings brought forth during the analysis. The LEA *Level 2* response must provide insight for the 20 indicators overall (how one may be impacting or influencing another) and not for each individual indicator. Additionally, the LEA is required to describe any past or immediate-future applicable professional development or training activities (i.e., within the next three months) that have relevance to the LEA *Level 2* response. The DEL staff member responsible for the LEA will review the LEA response and provide input or feedback as

warranted. Whenever possible, suggestions will be provided to help ensure an Integrated and Focused System to support student success (IFS) is in place and other research-based best practices are implemented. The LEA will also be provided with research and information regarding applicable IDOE grant projects and activities in the feedback given by the IDOE, which will be given to the LEA no later than 15 days after the receipt of the LEA *Level 2* response. This feedback may require that additional information be submitted by the LEA, clarification on anything provided to the IDOE, and/or notification that a verification review consultation must be scheduled within the next 15 calendar days.

Level 3: LEA Valuation Nine/Five

At *Level 3*, the CIFMS process requires a mandatory, individually tailored LEA valuation to be completed by any LEA who is found to be out of compliance with any one of the nine US DOE compliance indicators and/or failure to achieve the specified target level with any five of the 11 US DOE performance indicators. Local educational agencies are notified of this requirement via a written letter to the superintendent of the LEA that specifies the exact indicators that have not achieved the required target level.

Any LEA scheduled for a collaborative monitoring visit with Title I or an onsite monitoring visit from the DEL during the given FFY may be excluded from the valuation process required at *Level 3*. The LEA may opt, however, to complete the valuation process as part of its preparations for the upcoming collaborative monitoring visit. The Self-Assessment Tool to be used by the LEA for the *Level 3* valuation will consist of no more than 25 questions and will include relevant and explorative questions relating to the noted (cited) indicators. The overarching guiding questions the IDOE staff member will use to create the Self-Assessment the LEA will use for the *Level 3* valuation are provided in Appendix 15-1 and may be adjusted depending on the size of the LEA, the number of indicators cited for suspected noncompliance, and the degree or level of suspected noncompliance for each indicator. The reason for the term 'suspected noncompliance' is that it is at *Level 3* where the LEA must determine the accuracy of the district's alignment with all measures for the given indicator(s). It could be that an LEA does have a higher than average level of disproportionality; however the LEA's *Level 3* valuation may find that it is not because of inappropriate identification processes used.

The Self-Assessment Tool used for the *Level 3* valuation will be individually tailored by DEL staff to meet each LEA's specific needs. The DEL staff member responsible will base the questions in the valuation process on the LEA *Level 2* response, any previously submitted corrective action activities (if applicable), and any additional relevant issues deemed applicable by the IDOE. To aid the LEA in taking a holistic view, the DEL staff member will cluster questions and indicators following the guidance used in the B15 worksheet, designed by the National Center for Special Education Accountability Monitoring (NCSEAM) and supported by the US DOE, whenever possible. Another factor brought forth in this determination is a report from the fiscal

team within the DEL that describes any excess carryover, late expenditures, or late reporting noted in the annual applications and reports.

Local educational agencies required to complete a *Level 3* valuation will be encouraged to complete the process with a collaborative team that includes constituents such as service providers, administrators, and family members. The *Level 3* valuation is intended to guide a determination regarding the LEA's level of compliance with the given indicator(s) and whether any actual findings of noncompliance are systemic in nature or limited to one (or a few) buildings or programs within the LEA. The *Level 3* valuation includes a requirement that the LEA submit a summary or report to the DEL that is holistic in nature and scope and looks at the LEA staff, curriculum, and programs in comparison to the level of compliance for the applicable indicator(s).

The *Level 3* valuation is due to the IDOE no later than November 1 of the applicable year. The DEL staff member assigned to work with the LEA will review the LEA response and provide input or feedback as warranted. This feedback will be given to the LEA no later than 15 days after the receipt of the LEA's completed *Level 3* valuation and may require additional information to be submitted by the LEA, clarification on anything provided to the IDOE, and/or notification that a verification review consultation must be scheduled within the next 15 calendar days. It is at this level that an official Findings Letter is sent to the superintendent (based on the information provided within the *Level 3* valuation report).

In instances where egregious violations are noted or the submitted documentation from the LEA portrays little effort put forth to ensure full compliance, an on-site verification visit by the IDOE would be scheduled. On-site verification visits are an option for the IDOE in the event a *Level 3* valuation report does not meet the requirements for personnel participation, does not fully describe the data analysis process used or how hypothesis for noncompliance were developed, and other issues noted by the DEL staff member during the review of the LEA *Level 3* valuation.

Any LEA found to be in noncompliance with a given indicator for any two consecutive or any two out of three consecutive years will automatically be required to complete a *Level 3* valuation even if the LEA is scheduled for a collaborative Title I and DEL Monitoring Visit during the given FFY. Depending on the level of noncompliance such notation could also trigger the scheduling of an On-Site Verification Visit by the IDOE in any LEA not already scheduled for a collaborative On-Site Monitoring Visit during the current monitoring cycle.

Level 4: LEA Corrective Action Plan

Level 4 within the revised CIFMS process consists of the development, collaborative IDOE/LEA analysis, implementation and collaborative IDOE/LEA review of progress on an LEA *Level 4* Corrective Action Plan. A *Level 4* Corrective Action Plan must include goals and strategies in order to be valuable. Ownership into each LEA plan is a vital component and LEAs will be required to include in each planning team (at a minimum)

one service provider and one administrator from each building where issues of noncompliance are noted (as determined by the LEA during the *Level 2* response). During the DEL review of the *Level 2* and *Level 3* responses from the LEA, the LEA must provide a summary that explains how the LEA determined reasons for the non-compliance and describe potential solutions for bringing the district into compliance with the cited indicator(s). At *Level 4* (which may occur simultaneously with *Level 2* and/or *Level 3* if an is not contesting the citation of noncompliance), the LEA develops local goals, strategies, and a time table for achieving full compliance on the indicators found to be non-compliant. This information is to be incorporated by each LEA into the self-developed corrective action plan.

The DEL staff member assigned to work with the LEA will encourage the LEA to establish a realistic timeline for the development of the *Level 4* corrective action plan to ensure that a reasonable number of goals are written and that the plan contains a meaningful evaluation component. Because issues of noncompliance must be corrected as quickly as possible (and in no case within more than a 12 month period), the timeline for the goals' implementations must be a priority for the LEA planning team. Each plan developed and submitted to the IDOE must provide a timeline for reporting to the IDOE on the progress being made by the LEA toward compliance for each indicator cited for noncompliance. The *Level 4* corrective action plan is due to the IDOE by December 15 of the applicable year. The DEL staff member assigned to work with the LEA will review the LEA report and provide input or feedback as warranted. This feedback will be given to the LEA no later than 15 days from the receipt of the LEA *Level 4* corrective action plan and may require additional information to be submitted by the LEA, clarification on anything provided to the IDOE, and/or notification that a verification review consultation must be scheduled within the next 15 calendar days.

Having the appropriate team members as part of the planning team and affording the team time to thoroughly review the results of the assessment is vital to making solid determinations of causations and factors contributing to the issue(s) of noncompliance. Integrating action plans with other plans (such as Title I and Performance Based Accreditation) will be required to ensure a seamless LEA system-wide process of addressing inadequacies and ensuring implementation of the plan with fidelity as well as community buy-in. The DEL will work with respective Centers and Divisions within the IDOE to ensure that LEA plans are coordinated. Multi-Center IDOE teams will be formed to aid in the review and oversight of each LEA *Level 4* corrective action plan.

Any LEA cited for a third instance of noncompliance with a given indicator will be mandated to involve the assigned IDOE staff member in the LEA *Level 4* corrective action plan, including the data analysis, goal setting, determining an effective evaluation component, and development of timeline for implementation.

Any LEA cited for a fourth instance of noncompliance with a given indicator may be subject to a delay in federal funding and possible requirement of fiscal obligations or reallocations to ensure compliance.

Public Reporting

The DEL will work with the North Central Regional Resource Center (NCRRC) in March and April 2008 to develop target levels of substantial compliance for the 20 US DOE indicators. These targets will be used to identify each LEA for each of the indicators. Public reporting of the results will be posted on the IDOE website⁵⁶. Each LEA will have the capability to review the level of compliance achieved on each of the US DOE indicators by logging into the administrative account for ISTAR⁵⁷. Through the use of the ISTAR Dashboard LEAs will be able to view and even drill down into the data that the LEA has submitted for the required US DOE indicators. The DEL will work with a representative subset of the State Advisory Council on Children and Youth with Disabilities (the State Advisory Council) to confirm the criteria for achieving substantial compliance on the 20 US DOE indicators and weighting the indicators for designating LEA determinations.

Sanctions

Sanctions for noncompliance are built into each level. At *Level 1* the failure of the LEA to respond within the required timeline will trigger a written notification to the superintendent of the LEA and automatically move the LEA into *Level 3* with all data being presumed accurate and useable for public reporting purposes.

At *Level 2* the failure of the LEA to respond within the required timeline will trigger a written notification to the Superintendent and automatically move the LEA into *Level 4* with the DEL staff assisting in the development of the *Level 4* Corrective Action Plan.

At *Level 3* the failure of the LEA to respond within the required timeline will trigger a written notification to the Superintendent and result in a scheduled onsite monitoring visit from the DEL (unless the LEA is already scheduled for a collaborative onsite monitoring visit with Title I during the given fiscal year).

At *Level 4* the failure of the LEA to respond within the required timeline will trigger a written notification to the Superintendent of a designated delay in federal dollar distributions to the LEA.

⁵⁶ See <http://doe.state.in.us/exceptional/speced/monitoring.html>.

⁵⁷ ISTAR is the state's alternate assessment system for students who have significant cognitive disabilities and it also encompasses the state's optional electronic individualized education program. For more information, see <https://ican.doe.state.in.us/istar>.

CIFMS Sequence of Events

Task / Process	Primary Responsibility Of...	Accomplished By...
Collection Of Overall Data For Each Of The 20 US DOE Indicators For Each Lea In The State	DEL Staff	May 1 Of Each Year
Level 1 Review Of Data For Each Indicator	DEL Staff	June 1 Of Each Year
Level 1 Reporting To Each LEA	DEL Staff	August 1 Of Each Year
Comparison Of LEAs For On-Site Monitoring Visits From Title I ⁵⁸	IDOE Staff	August 30 Of Each Year
Notification To All LEAs Who Will Receive A Collaborative On-Site Monitoring Visit This Calendar Year	IDOE Staff	September 1 Of Each Year
LEA Level 2 Desk Audit	LEA Staff	Completed & Returned To The IDOE No Later Than October 1 Of Each Year
Analysis & Report Of Review Of LEA Level 2 Desk Audit Findings	DEL Staff	Within 15 Calendar Days Of Receipt Of LEA Level 2 Desk Audit Analysis
Possible Verification Review Consultation With LEA (If Desk Audit Warrants)	DEL & LEA Staff	Within 30 Calendar Days Of Receipt Of LEA Level 2 Desk Audit Analysis

⁵⁸ Any LEA On-Site Collaborative Monitoring Visit will follow the timeline and schedule established by the IDOE Division of Compensatory Education (Title I) staff.

Task / Process	Primary Responsibility Of...	Accomplished By...
Prepare & Distribute Individually Tailored Level 3 LEA Valuation	DEL Staff	Within 15 Calendar Days Of Finalizing Review Of LEA Level 2 Desk Audit Analysis
Completion Of Level 3 LEA Valuation	LEA District-Wide Team	Completed & Returned To The IDOE No Later Than November 1 Of Each Year
Analysis & Report Of Review Of Level 3 LEA Valuation Findings	DEL Staff	Within 15 Calendar Days Of Receipt Of LEA Level 3 Valuation Findings
Possible Verification Review Consultation With LEA (If Valuation Warrants)	DEL & LEA Staff	Within 30 Calendar Days Of Receipt Of LEA Level 3 Valuation or Sooner if Warranted
Possible On-Site Verification Visit With LEA (If Valuation Warrants)	DEL & LEA Staff	Within 30 Calendar Days Of Receipt Of LEA Level 3 Valuation or Sooner if Warranted
Level 4 Corrective Action Plan	LEA District-Wide Team	Ongoing As Analyses Are Occurring; Completed & Returned To IDOE By December 15 Of Each Year

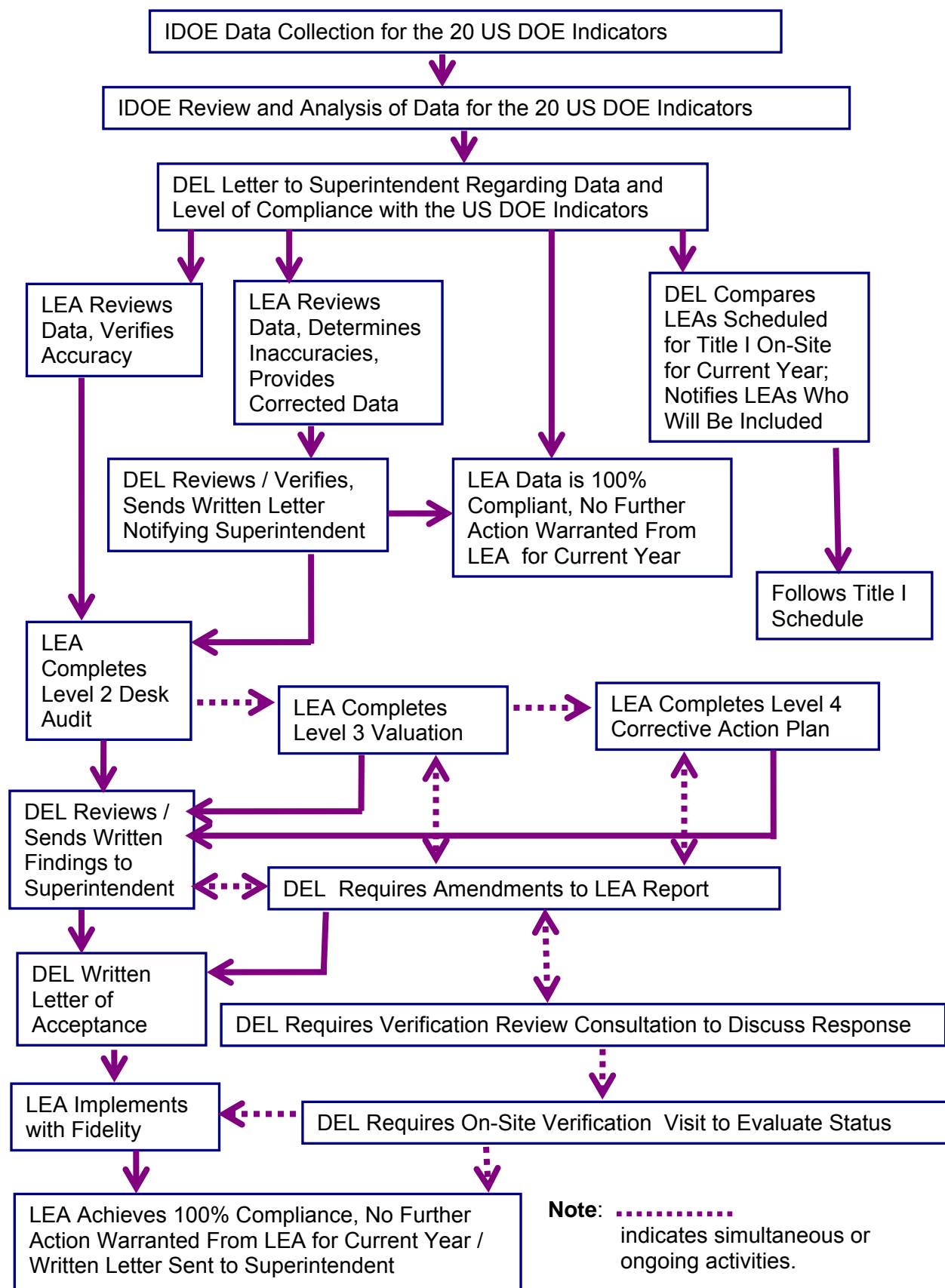
Task / Process	Primary Responsibility Of...	Accomplished By...
Analysis & Report Of Review Of Level 4 LEA Corrective Action Plan	DEL Staff	Within 15 Calendar Days Of Receipt Of Level 4 LEA Corrective Action Plan
IDOE Involvement In LEA Level 4 Corrective Action Plan Development (If Necessary)	DEL Staff	Within 30 Calendar Days Of Receipt Of Level 4 LEA Corrective Action Plan
Report Of Progress On Level 4 LEA Corrective Action Plan	LEA Staff	Ongoing Per Timeline Established In The IDOE Approved Level 4 LEA Corrective Action Plan
LEA Notification to Public of the IDOE Findings & Corrective Action Plan	LEA Superintendent or Designee	No Later Than April 1 of Applicable Year
Notification Of Mandatory Allocation Of Fiscal Resources To Aid In LEA Compliance	DEL Staff	By March 30 Of The Applicable Calendar Year When Warranted

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are actual improvement activities, more measurable and are better aligned to Indicator 5.

Improvement Activity	Timelines	Resources
a. Continue with annual schedule for CIFMS for all LEAs. b. Division of Exceptional Learner (DEL) staff monitor CIFMS corrective actions, complaint corrective actions, and IHO orders. c. Monitoring results for all LEAs will be posted on the website. d. Determination of LEA compliance/performance.	FFY 2005 (SY 05-06) through FFY 2006 (SY 05-06) Revised FFY 2007 (SY07-08)	a. The DEL, local directors, stakeholders, State Advisory Council on Children and Youth with Disabilities (SAC) b. The DEL c. The DEL d. The DEL & LEAs
a. All year one activities. b. Technical assistance for LEAs. c. Monitoring results for all school corporations will be posted on the DEL website. d. Determination of LEA compliance/performance.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	a. The DEL, local directors, stakeholders, SAC b. The DEL c. The DEL d. The DEL & LEAs
State Special education regulations (Article 7) will be promulgated to reflect IDEA '04 and final regulations.	FFY 2005 (SY 05-06) through FFY 2008 (SY 08-09) a. and b. are completed as of March 2008	a. The DEL, SAC, Special Committees, and local directors b. State Board of Education c. State Attorney Generals Office d. Governor's Office
Reorganize and restructure the DEL special education monitoring system.	FFY 2007 (SY 07-08) Completed as of March 2008	The IDOE and projects supported by the IDOE
The DEL will hire more staff members to	FFY 2007 (SY	The IDOE

Improvement Activity	Timelines	Resources
accommodate capacity needs of revised monitoring system.	07-08) Completed as of March 2008	
Assign and maintain ongoing one-on-one state provided technical assistance with individual LEAs.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Completed as of March 2008	The IDOE and projects supported by the IDOE
The DEL will collaborate with other states in the North Central Regional Resource Center (NCRRC) who have demonstrated successful achievement of IDEA '04 required activities (e.g., visiting Illinois to observe LEA Determinations Stakeholder process).	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Completed as of March 2008	a. The IDOE and projects supported by the IDOE b. The staff of Illinois DOE c. The staff of the NCRRC
a. Develop LEA Determination Stakeholder Committee. b. Establish timeline for LEA determinations. c. Create scenarios for determinations.	FFY 2007 (SY 07-08)	a. The IDOE and projects supported by the IDOE b. The IDOE c. The IDOE and special committees
Make LEA Determinations on an annual basis	FFY 2007 (SY 07-08)	The IDOE and projects supported by the IDOE
Utilize available technical assistance from federally funded TA centers, including the NCRRC and the Data Assessment Center (DAC), by both attending TA coordinated conferences and by hosting TA center personnel for focused, one-on-one assistance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Complete (and ongoing)	a. The IDOE and projects supported by the IDOE b. The NCRRC staff c. The DAC staff
Coordinate and plan regular TA conference call with OSEP contacts and federally funded TA centers.	FFY 2007(SY 07-08) through FFY 2010 (SY 10-11) Complete (and ongoing)	a. The IDOE b. The NCRRC staff c. The OSEP staff
a. Utilize new monitoring system.	FFY 2007 (SY	a. The IDOE and

Improvement Activity	Timelines	Resources
b. Develop internal verification process for data checks. c. Institute ongoing IDOE verification process.	07-08) In process for both FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07)	projects supported by the IDOE b. The IDOE c. The IDOE
Multiple Title DEL collaborative meetings to plan "Indiana Districts In Improvement – Year 1 and Year 3" 2 day workshop.	FFY 2007 (SY 07-08) Complete (and ongoing)	The IDOE
Collaboration with Title I, the DEL, and the Center for English Language Learners (ELL) to sponsor workshop for "Indiana Districts In Improvement – Year 1 and Year 3". NOTE: As a result of these efforts, schools are using "One Plan" for their action plan.	FFY 2007 (SY 07-08) Complete (and ongoing)	The IDOE personnel and statewide stakeholder groups
a. Align state discretionary grants with SPP improvement activities b. Assign articulated technical assistance (TA) responsibilities to IDOE grant recipients.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Complete (and ongoing)	a. The IDOE and projects supported by the IDOE b. The IDOE and projects supported by the IDOE
Align Indiana state improvement grant with the six foundational pieces that establish the framework for the integrated and focused system of supports (IFSS).	FFY 2007 Complete	The IDOE and projects supported by the IDOE
Coordinate and plan regular TA conference calls with LEA contacts and federally funded TA centers on a variety of topics.	FFY 2007(SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the IDOE



References

- Cardno, C. (2006). Leading change from within: Action research to strengthen curriculum leadership in a primary school. *School Leadership and Management* 26(5), 453-471.
- Kopac, P.A. (June, 1991). How to conduct questionnaire surveys. *Public Roads* 55(1), 8-16.
- Leithwood, K. & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement* 17(2), 201-227.
- Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

APPENDIX 15 - 1

This addendum consists of three resource charts.

- a) "Monitoring Priority". Each of the indicators listed, including the monitoring priority.
- b) "Thought Provoking Questions". The chart "clusters" indicators. As the questions are reviewed by the LEA, all of the indicators in a particular cluster are to be included in the analysis. Evidence of analysis is to be incorporated into the school improvement plan.
- c) "Example – Targeted Questions". As the "Thought Provoking Questions" are being reviewed, the LEA is to look specifically at the Indicator(s) that were out of compliance. These targeted questions are to be considered as the school improvement plan is developed as part of the "clustered" indicators.

MONITORING PRIORITY	INDICATORS WITH THIS PRIORITY
<p style="text-align: center;">Free and Appropriate Education in the Least Restrictive Environment</p>	<p>Compliance Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>Compliance Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>Compliance Indicator 3: Participation and performance of children with disabilities on statewide assessments:</p> <ol style="list-style-type: none"> A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. <p>Compliance Indicator 4: Rates of suspension and expulsion:</p> <ol style="list-style-type: none"> A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of

MONITORING PRIORITY	INDICATORS WITH THIS PRIORITY
	<p>children with disabilities by race and ethnicity.</p> <p>Compliance Indicator 5: Percent of children with IEPs aged 6 through 21:</p> <ul style="list-style-type: none"> A. Removed from regular class less than 21% of the day;⁵⁹ B. Removed from regular class greater than 60% of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements. <p>Compliance Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p> <p>Performance Indicator 7: Percent of preschool children with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. <p>Performance Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
Disproportionality	<p>Performance Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>Performance Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>
Monitoring Priority: Effective General Supervision Part B / Child Find	<p>Performance Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p>
Monitoring Priority: Effective General Supervision Part B	<p>Compliance Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an</p>

⁵⁹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

MONITORING PRIORITY	INDICATORS WITH THIS PRIORITY
/ Effective Transition	<p>IEP developed and implemented by their third birthdays.</p> <p>Performance Indicator 13: Percent of youth aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>Performance Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p>
<p>Monitoring Priority: Effective General Supervision Part B</p> <p>/ General Supervision</p>	<p>Performance Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>Performance Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.</p> <p>Performance Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.</p> <p>Performance Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p> <p>Performance Indicator 19: Percent of mediations held that resulted in mediation agreements.</p> <p>Performance Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p>

ANALYSIS: THOUGHT PROVOKING QUESTIONSQ1: Describe the characteristics of your local SPP indicator *data collection*:For **each** cluster of Indicators, LEA to complete a analysis using the following:

- Who is responsible for designing data collection in your state and/or local school or district for each of the indicators?
- What are the information sources and how is the information collected for each of the indicators?
- Who is responsible for collecting the data?

d. Who is responsible for analyzing the data?	
e. How good are the data in terms of reliability? Validity? Response rate?	
Indicator(s)	Data to be Analyzed
1, 2, 13, 14	Example: Grad rate/dropout rate/Indiana Transition IEP checklist/ Indiana Post-School Follow-Up System (INPSFS)
3, 7	
4	
5, 6	
8	
9, 10	
11	
12	
Q2: As you reviewed your school or district's data collection (sufficient and quality/accuracy) do you need to look for more? Did questions about data collection emerge for which you want to seek answers? If so, list your questions as they pertain to each cluster of indicators	
Q3: Describe your school or district's performance on each cluster of indicators. Highlight areas that need improvement which could include consideration of instruction/intervention, assessment/progress monitoring, data based problem solving, LEA leadership, family involvement, and cultural responsiveness.	
Q4: As you reviewed your school or district's performance (trends and patterns), what questions emerge about performance you want to seek answers? List your questions as they pertain to each cluster of indicators.	
Q5: As you reviewed your school or district's performance, describe actions now necessary to address issues (instruction/intervention, assessment/progress monitoring, data based problem solving, LEA leadership, family involvement, and cultural responsiveness). Incorporate the following categories into your improvement activities: Provide training/professional development; Improve data collection; Improve systems administration and monitoring; Improve collaboration/coordination; Program development; Clarify/examine/develop policies and procedures; Provide technical assistance; Evaluation.	

Example – Targeted Questions	
Indicator	Questions
6	<ol style="list-style-type: none"> 1. The LEA reviews current placement patterns to determine whether a continuum of placement options were available and utilized or were most children with IEPs served in settings designed for children with disabilities. 2. The LEA routinely analyzes student placement and service data to determine patterns, issues, or areas of potential need for staff development and revision of routine practices. 3. The LEA has a process in place to monitor whether CCC placement decisions were based on child need rather than program availability. 4. The LEA provides training to CCC participants and teachers on presenting the continuum of placement options to incoming parents. 5. The LEA establishes an LRE Improvement Plan as part of the school improvement plan when data reveals a lack of opportunity for participation in early childhood programs

	<p>with typical peers. The plan includes strategies to increase participation of children with IEPs in early childhood programs (e.g., contracting with community preschools/child care centers, placement in Head Start, reverse integration public school classroom including at least 50% nondisabled children, public school operated preschool programs). The plan addresses access to a developmentally appropriate curriculum and instruction that is aligned to the <u>Foundations for Young Children to the Indiana Academic Standards for Young Children from Birth to Age 5</u>.</p>
7	<ol style="list-style-type: none"> 1. The LEA has a monitoring process in place to compare STNs in the Educational Information System (EIS) with those listed on the December 1 child count (and subsequent student entry in the CODA Project data system) to ensure all preschool-age children with disabilities are assessed at entry, annually, and at exit. Documentation exists that every child with a disability was assessed via the ISTAR assessment within the first quarter of entry or no later than sixty instructional days after initiation of services. 2. The assessment system is designed so teachers and parents will receive benefit from collecting and providing the data. 3. When progress data identifies children in the "not improved" category (did not gain or use new skills), the LEA reviews who these children are to determine the efficacy of the services in meeting the needs of all students. 4. On-going professional development is available to support teachers in the administration, scoring, interpretation of the ISTAR assessment, and using the ISTAR to inform instruction.
12	<ol style="list-style-type: none"> 1. The LEA routinely monitors whether children referred from Part C who are eligible for Part B are evaluated and receiving services by their third birthday. <ol style="list-style-type: none"> a. The monitoring system includes a process for checking a sample of records for accuracy and completeness. There are safeguards to minimize data entry errors. b. The monitoring system includes review of evaluation and initiation of services timelines in files of (1) the children from Part C that were <u>eligible</u> and receiving services <u>after</u> their third birthday and (2) for the children found <u>ineligible</u> <u>after</u> their third birthday to identify any policies, procedures, or routine practices that when applied to individual students with disabilities results in a violation of the requirement. c. The monitoring system includes a review of files for children that failed to receive a FAPE by their third birthday due to parent delays and missed appointments. The LEA verifies the presence of documentation of valid reasons for delays or was the evaluation scheduled too close to the third birthday that <u>any</u> parent delay caused the timeline to be exceeded. 2. The LEA has written procedures for ensuring that parents are informed of the evaluation timelines and involved in scheduling of a case conference committee meeting to discuss the results of an evaluation. 3. The LEA has an established plan to allocate sufficient time for members of the multidisciplinary assessment team to adequately participate in an assigned assessment (no backlogs). 4. The LEA monitors LEA personnel attendance at First Steps transition conferences. When there is a repetitive issue of lack of attendance due to untimely notification by First Steps service coordinators (10 day prior written notification), the LEA communicates with the First Steps System Point of Entry to resolve the issue in a timely manner. The LEA participates on an interagency transition team to facilitate effective transitions of children between and among agencies. 5. The LEA provides training to CCC participants and local CODA Project staff to ensure uniform compliance with transition requirements and ensure that accurate data is provided to the local CODA Project staff. 6. Potential problems in meeting the required timelines for providing FAPE to preschool children with disabilities by their third birthday are identified, confronted, and resolved in a timely manner.

	7. The LEA reviews the referral sources for three and four year old children that were referred to the LEA after the child's third birthday. When there were significant increases in the number of children from one year to the next that had not received services from First Steps, the local First Steps Council and System Point of Entry were notified.
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IDEA-2004 INDICATORS	Preliminary Title I Counterparts
Compliance Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.	Evidence of outcome data
Compliance Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.	Evidence of outcome data
Compliance Indicator 3: Participation and performance of children with disabilities on statewide assessments: A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.	Policies and practices concerning core academic subjects that have the greatest likelihood that all groups of students will meet the proficient level on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP +)
Compliance Indicator 4: Rates of suspension and expulsion: A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater	Show evidence that LEA provides guidance to schools about the evaluation of the school wide programs

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IDEA-2004 INDICATORS	Preliminary Title I Counterparts
<p>than 10 days in a school year; and</p> <p>B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.</p>	
<p>Compliance Indicator 5: Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p>	<p>Show evidence that LEA provides technical assistance and support to schools developing school wide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation</p>
<p>Compliance Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p>	<p>Evidence of outcome data</p>
<p>Performance Indicator 7: Percent of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p>	<p>Evidence of outcome data</p>
<p>Performance Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as</p>	<p>Build the schools' and parents' capacity for strong parental involvement by:</p> <p><input type="checkbox"/> Providing assistance to parents of children served as appropriate, in</p>

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IDEA-2004 INDICATORS	Preliminary Title I Counterparts
a means of improving services and results for children with disabilities.	<p>understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children</p> <ul style="list-style-type: none"> □ Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement □ Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children □ Educate educators, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school □ Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand □ Other reasonable support for parental involvement activities under section 1118 as parents may request
Performance Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of	Annual measurable objectives for continuous and substantial progress by each group of students to meet proficient levels of achievement on the ISTEP+ (by 2013-2014)

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IDEA-2004 INDICATORS	Preliminary Title I Counterparts
inappropriate identification.	
Performance Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Show evidence that the progress of participating students is reviewed on an ongoing basis; and if necessary, revisions made to the TAS program
Performance Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).	Evidence of outcome data
Compliance Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program
Performance Indicator 13: Percent of youth aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<p>Show SES student progress reports</p> <ol style="list-style-type: none"> Does the report provide specific information about student progress and ensure that students are improving their academic achievement and that instructional goals are being met? Is the report written in a format that parents understand? Are the reports distributed in a timely manner to parents and LEA/school staff? Are the reports developed in accordance to the LEA-provider contract? <p>As applicable, show evidence of coordination with social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child.</p>
Performance Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been	Evidence of outcome data

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IDEA-2004 INDICATORS	Preliminary Title I Counterparts
competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	
Performance Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.	<p>Show evidence that LEA monitors the implementation of school improvement plans</p> <p>Show evidence that LEA provides technical assistance and support to schools developing school wide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation.</p> <p>Implementation of school wide reform strategies that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any.
Performance Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Show evidence that the LEA has a complaint procedure policy

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IDEA-2004 INDICATORS	Preliminary Title I Counterparts
Performance Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.	Evidence of outcome data
Performance Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Evidence of outcome data
Performance Indicator 19: Percent of mediations held that resulted in mediation agreements.	Evidence of outcome data
Performance Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	Compliance with school ranking and serving requirements: Provide documentation as to the procedures used to verify rank order

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.$

Overview of Issue/Description of System or Process:

Indiana's special education rules and regulations stipulate that any written complaint meeting the requirements of 511 IAC 7-30-2(a) is accepted by the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) as a complaint. Upon receipt, the complaint is entered into the DEL's closely monitored database, and assigned to a complaint investigator by the Due Process Coordinator. A notification letter is sent to the superintendent, complainant, and the local special education director, indicating the complaint issues and establishing the timelines. The complaint investigator has 30 days to conduct the investigation and issue a written report including the issues, findings of fact, conclusions of law, and corrective action for each violation if necessary. The complainant and the local education agency (LEA) have 15 calendar days to respond with a request for reconsideration if they disagree with the findings of the complaint report. If a request for reconsideration is received, Indiana's director of special education has 15 calendar days to issue the reconsideration results. The entire process from the DEL's receipt of a complaint to issuance of the reconsideration results (if requested) should not exceed 60 calendar days, unless an extension has been granted for exceptional circumstances.

If the LEA is found in violation of Article 7 or the Individuals with Disabilities Education Improvement Act (IDEA 2004), documentation indicating compliance with the corrective action ordered must be received by the DEL no later than the date specified in the report. At that time, a compliance letter is sent to all parties and the file is closed. If no corrective action is required and no request for reconsideration is received then a closure letter is sent to all parties closing the file. A summary of the complaint report (minus any personally identifiable information) is made available for viewing on the DEL's website⁶⁰.

⁶⁰ http://doe.state.in.us/exceptional/speced/complaint_investigations/welcome.html

Baseline Data for FFY 2004 (SY 04-05):

In FFY 2004 (SY 04-05), 100 % of signed written complaints with reports issued were resolved within appropriate timelines.

$$[(93 + 11) \div 104] = 100\%$$

Discussion of Baseline Data:

In FFY 2004 (SY 04-05), there were 104 complaints filed that were investigated and had issued reports. Of these 104, 93 complaint investigation reports were issued within the 30 day timeline. Eleven of the remaining complaint investigation reports exceeded 30 days due to exceptional circumstances and were granted an extension of time.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Percent of signed written complaints with reports issued that were resolved within 30-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.
2006⁶¹ (SY 06-07)	Percent of signed written complaints with reports issued that were resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.
2007 (SY 07-08)	Percent of signed written complaints with reports issued that were resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.
2008 (SY 08-09)	Percent of signed written complaints with reports issued that were resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.
2009 (SY 09-10)	Percent of signed written complaints with reports issued that were resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.
2010 (SY 10-11)	Percent of signed written complaints with reports issued that were resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.

⁶¹ The measurable target was changed to reflect Indicator 16's 60-day timeline measurable target. Indiana has a two-tiered complaint process as described in the Overview of Issue/Description of System or Process.

Improvement Activities/Timelines/Resources:

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are more measurable and are better aligned to Indicator 16.

Improvement Activity	Timelines	Resources
<ul style="list-style-type: none"> a. Utilize due process database to ensure that all complaint reports are investigated and a written report issued within the 30 day timeline. b. Schools will be accountable for completing the corrective action by the deadline included in the report. c. Assistant director of due process will notify the monitoring team of discrepancies in the database. d. Conduct periodic Complaint Investigation trainings for complaint investigators. e. Closing letter will be issued no later than 24-hours after receipt of corrective action or 15 days after the written report is issued (if no corrective action). f. Criteria for requested extensions will be documented for; Complaint report timeline, and Corrective action timeline. 	<p>FFY 2005 (SY 05-06)⁶² Will be a major focus the first year of the improvement plan, but will then be an ongoing process with monthly reviews.</p> <p>Discontinued FFY 2007 (SY 07-08)</p>	Access to database system, The DEL
<ul style="list-style-type: none"> a. Will continue year 1 activities of the improvement plan, b. Complaint investigation trainings will address systemic issues. 	<p>FFY 2006 (06-07)⁶³ Ongoing through 2011</p> <p>Discontinued FFY 2007 (SY 07-08)</p>	Access to database, The DEL, Complaint investigation trainings-agendas
<ul style="list-style-type: none"> ▪ Utilize due process database to ensure that all complaints are investigated and a written report issued within 30 calendar day 	<p>FFY 2007 (SY 07-08) ⁶⁴</p>	The DEL, Due Process Team, CADRE ⁶⁵

⁶² The improvement activities for FFY 2005 (SY 05-06) are from the original submission of the SPP in FFY 2005 (SY 05-06).

⁶³ The improvement activities for FFY 2006 (SY 06-07) are from the original submission of the SPP in FFY 2005 (SY 05-06).

Improvement Activity	Timelines	Resources
timeline, and ultimately the 60 day timeline if a reconsideration is requested. The database should be reviewed and revised annually.		
<ul style="list-style-type: none"> Develop and utilize a tracking system to track the status of complaints and automatically alert due process staff to approaching deadlines. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team, CADRE ⁶⁶
<ul style="list-style-type: none"> The Due Process Team will meet twice a month for continuous monitoring of complaints. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	Due Process Team
<ul style="list-style-type: none"> Review and revise complaint procedures. Provide ongoing technical assistance and training to complaint investigators. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team, CADRE

⁶⁴ Because of DEL's change of staff in both monitoring and due process areas, the improvement activities have been changed to better reflect the goals of each area. The changes will affect FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11).

⁶⁵ Consortium for Appropriate Dispute Resolution for Special Education at <http://www.directionservice.org/cadre/>

⁶⁶ Consortium for Appropriate Dispute Resolution for Special Education at <http://www.directionservice.org/cadre/>

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process:

After receiving a due process hearing request, the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) appoints an Independent Hearing Officer (IHO) who notifies all parties of the request and conducts a pre-hearing conference to discuss the request with the public agency and the parent. IHOs are appointed on a rotating basis, and will recuse themselves if there is a conflict of interest with either the parent or the public agency. If the matter is not dismissed, or is otherwise not resolved, the IHO conducts the hearing and submits a written decision and the formal record to the DEL at the conclusions of the hearing. Both parties may have legal representation present during the hearing process. The due process hearing timeline begins on the date a request for a due process hearing is received by the IDOE. Due process hearings shall be conducted, a final decision reached, and a copy of written decision mailed to all parties within 45 calendar days after the determination that the matter has not been resolved through a resolution session or mediation. An IHO may grant extensions of time beyond the 45 calendar day timeline at the request of either party. Any extension of time granted by the IHO shall be in writing and sent to all parties and included in the formal record of the proceedings.

Baseline Data for FFY 2004 (SY 04-05):

Of due process hearing requests that were fully adjudicated, 92% were rendered within the required timelines in FFY 2004 (SY 04-05).

$$11 \div 12 \times 100 = 92\%$$

Discussion of Baseline Data:

In FFY 2004 (SY 04-05), there were 12 fully adjudicated hearing requests, including decisions. All hearing requests had extended timelines, and the IHOs issued written decisions in 11 of the hearing requests before the timelines expired. The extended

timeline for the 12th hearing request elapsed before a written decision was issued. Therefore, 92% of the requested hearings resulted in written decisions before the documented timelines expired.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.
2006 (SY 06-07)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.
2007 (SY 07-08)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.
2008 (SY 08-09)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.
2009 (SY 09-10)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.
2010 (SY 10-11)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.

Improvement Activities/Timelines/Resources:

Indiana has strived to work with its IHOs to make decisions within timelines. The DEL recognizes that ongoing improvement is needed in ensuring that hearing decisions are rendered within the 45-day timelines or a timeline properly extended by the IHO at the request of either party.

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are more measurable and are better aligned to Indicator 17.

Improvement Activity	Timelines	Resources
a. Due Process Coordinator will monitor each hearing request to verify timelines. b. IHO training will emphasize timelines. c. The DEL will remove any IHOs not meeting timelines. d. Annual report to Indiana's State Advisory Council on the Education of Children with Disabilities (State Advisory Council) IHO timelines. e. The following data will be collected from IHOs: <ul style="list-style-type: none"> Timelines and any requested extensions; and Documentation of resolution options. 	FFY 2005 (SY 05-06) ⁶⁷ a. Continuously b. Annually c. Continuously d. Annually e. Continuously Discontinued FFY 2007 (SY 07-08)	a. The DEL b. The DEL, IHOs c. The DEL d. The DEL, State Advisory Council e. The DEL
a. Due Process Coordinator will monitor each hearing request to verify timelines. b. IHO training will emphasize timelines. c. The DEL will remove any IHOs not meeting timelines. d. Annual report to Indiana's State Advisory Council IHO timelines.	FFY 2006 (SY 06-07) ⁶⁸ a. Continuously b. Annually c. Continuously d. Annually Discontinued FFY 2007 (SY 07-08)	a. The DEL b. The DEL, IHOs c. The DEL d. The DEL, State Advisory Council
<ul style="list-style-type: none"> Refine and utilize the due process database to ensure that necessary elements are included in the system and utilize the database to track the status of due process hearings. 	FFY 2007 (SY 07-08) ⁶⁹ through FFY 2010 (SY 10-11)	The DEL, Due Process Team
<ul style="list-style-type: none"> Develop and utilize a tracking system to ensure that IHOs are provided with timely reminders when a case is at risk of failing to meet required timeline. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team
<ul style="list-style-type: none"> Conduct training sessions, at least annually, for IHOs. Information will be presented to the IHOs with respect 	FFY 2007 (SY 07-08) through FFY 2010 (10-11)	The DEL, Due Process Team, IDOE's Legal

⁶⁷ The improvement activities for FFY 2005 (SY 05-06) are from the original submission of the SPP in FFY 2005 (SY 05-06).

⁶⁸ The improvement activities for FFY 2006 (SY 006-07) are from the original submission of the SPP in FFY 2005 (SY 05-06).

⁶⁹ Because of DEL's change of staff in both monitoring and due process areas, the improvement activities have been changed to better reflect the goals of each area. The changes will affect FFY 2007 through FFY 2010.

Improvement Activity	Timelines	Resources
to due process procedures and timelines.		Division, IHOs
▪ Monitor IHOs' caseloads and timelines and provide IHOs prompt and appropriate technical assistance and/or professional discipline for failure to document appropriate timelines.	FFY 2007 (SY 07-08) through FFY 2010 (10-11)	The DEL, Due Process Team

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process:

The resolution session is a new requirement under the Individuals with Disabilities Education Improvement Act (IDEA 2004) and became effective on July 1, 2005. Pursuant to 34 CFR §300.510, within 15 days of receiving notice of the parent's due process hearing request, and prior to the initiation of a due process hearing, the local educational agency (LEA) must convene a meeting with the parent and the relevant members of the case conference committee (CCC) to allow the parent to discuss the facts that form the basis of the hearing request and provide the LEA with an opportunity to resolve the issues. The meeting may be waived by mutual written consent of the LEA and the parent or by agreement to mediate, but mediation may not delay the timelines. If the matter is not resolved to the satisfaction of the parent within 30 days of the receipt of the due process hearing request, the due process hearing may occur, and the 45-day timeline for the due process hearing begins.

When the Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) receives a due process hearing request, it is assigned to an independent hearing officer (IHO). The IHO contacts the parties and sets a hearing date and advises the parties that they must report progress to the IHO about the resolution session. The IHO will report to the DEL the resolution session information. A member from the Due Process Team will enter data into the DEL database system and track the progress of resolution sessions and resolution session settlement agreements.

Baseline Data for FFY 2005 (SY 05-06):**Indicator 18 Baseline Data for FFY 2005 (SY 05-06)**

3	Hearing Requests Total	66
3.1	Resolution Sessions	43
3.2(a)	Settlement Agreements	13
3.2	Hearings Fully Adjudicated	10

Percent = 3.1(a) divided by (3.1) times 100.
 $(13 \div 43) \times 100 = \mathbf{30.2\%}$

Discussion of Baseline Data:

Because the resolution session is a new requirement under IDEA 2004, there has been a learning curve with respect to the concept of resolution sessions with the parties involved in the due process hearing, the IHO, and the DEL. Parties are still acclimating themselves with the concepts and the best way to conduct and prepare for this meeting.

For FFY 2005 (SY 05-06), out of 43 resolution session 13 resulted in settlement agreements. Therefore, 30.2% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Not Applicable (Baseline Year)
2006 (SY 06-07)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be 30.4%.
2007 (SY 07-08)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be 30.6%.
2008 (SY 08-09)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be 30.8%.
2009 (SY 09-10)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be 31%.
2010 (SY 10-11)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be 31.2%.

Improvement Activities/Timelines/Resources:

Indiana continues to inform parties about resolutions sessions and the requirements set forth under 34 CFR §300.510. Indiana has information available about the resolution sessions on its website and through technical assistance available from the DEL.

As previously stated in the Overview, improvement activities identified below have undergone significant revision for the FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance and personnel development. The improvement activities are more measurable and are better aligned to Indicator 18.

Improvement Activity	Timelines	Resources
a. Continue discussion about resolution sessions/requirements with IHOs during annual training. b. IHOs adhere to timelines when submitting data the DEL. c. Indiana Council of Administrators of Special Education (ICASE) will remind LEAs that information pertaining to resolution session can be obtained via the DEL website.	FFY 2006 (SY 06-07) ⁷⁰ Annually Discontinued FFY 2007 (SY 07-08)	DEL, Due Process Team
▪ Refine and utilize the due process database to ensure that necessary elements are included in the system with respect to resolution sessions. For each due process request, the resolution process and the results of that process will be monitored.	FFY 2007 (SY 07-08) ⁷¹ through FFY 2010 (SY 10-11)	The DEL, Due Process Team
▪ IHOs will be trained and updated, at least annually, about resolution process and the procedures for monitoring the process.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team, IDOE's Legal Division
▪ The DEL will work with parent organizations and LEAs to develop awareness of the option to resolve disputes through a resolution session.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team, IHOs, IDOE's Legal Division, IN*SOURCE ⁷² , ASK ⁷³ , ICASE ⁷⁴

⁷⁰ The improvement activities for FFY 2006 (SY 06-07) are from the original submission of the SPP in FFY 2005 (SY 05-06).

⁷¹ Because of the DEL's change of staff in both monitoring and due process areas, the improvement activities have been changed to better reflect the goals of each area. The changes will affect FFY 2007 through FFY 2010.

⁷² Indiana Resource Center for Families with Special Needs (IN*SOURCE)

⁷³ About Special Kids (ASK)

⁷⁴ Indiana Council of Administrators of Special Education (ICASE)

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process:

The Indiana Department of Education (IDOE), Division of Exceptional Learners (DEL) provides mediation services at no cost to parents and local educational agencies (LEAs) at any time there is a disagreement. Mediation is not limited to due process hearing requests. Mediation is a voluntary process and both the parent and the LEA must agree to go to mediation. Upon receipt of a request for mediation, the DEL assigns the mediation to a trained mediator from the rotation list. The mediator contacts the involved parties and schedules the mediation session in a timely manner. If the process is successful in reaching agreement, the written mediation agreement must be signed by both parties and is legally binding.

Baseline Data for FFY 2004 (SY 04-05):

Out of 23 mediations that resulted in agreements divided by 35 (the number of requests that went to mediation) documents that 66% of the mediations held resulted in mediation agreements.

Discussion of Baseline Data:

Of the total 45 mediation requests, 10 were either not held or are pending. From the remaining 35 mediation requests, 23 went to mediation.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	Percent of mediation requests that go to mediation will result in agreements 52.2% of the time.
2006 (SY 06-07)	Percent of mediation requests that go to mediation will result in agreements 52.4% of the time.
2007 (SY 07-08)	Percent of mediation requests that go to mediation will result in agreements 52.6% of the time.

FFY	Measurable and Rigorous Target
2008 (SY 08-09)	Percent of mediation requests that go to mediation will result in agreements 52.8% of the time.
2009 (SY 09-10)	Percent of mediation requests that go to mediation will result in agreements 53.0% of the time.
2010 (SY 10-11)	Percent of mediation requests that go to mediation will result in agreements 53.2% of the time.

Improvement Activities/Timelines/Resources:

As previously stated in the Overview, improvement activities identified below have undergone significant revisions for FFY 2006 (SY 06-07) resubmission of the SPP in order to implement a comprehensive system of improvement that addresses data improvement, monitoring and technical assistance, personnel development, and collaboration and coordination among agencies involved in transition. The improvement activities are more measurable and are better aligned to Indicator 19.

Improvement Activity	Timelines	Resources
a. Review whether additional mediators are needed and recruit additional mediators if need increases b. Mediators will be surveyed for suggestions to improve process. c. Mediators will network to learn/show effective techniques. d. Conference with experienced practitioners demonstrating positive mediation techniques. e. The DEL will conduct study of mediators and incorporate results into improvement plan.	FFY 2005 (SY 05-06) ⁷⁵ a. Annually b. Annually, Continuously c. Annually d. Annually e. Annually Discontinued (c) through (e) in FFY 2007 (SY 07-08)	a. The DEL b. The DEL, Mediators c. Mediators d. The DEL, Mediators, IN*SOURCE ⁷⁶ , ICASE ⁷⁷
a. Review whether additional mediators are needed and recruit additional mediators if need increases. b. Mediators will be surveyed for suggestions to improve process.	FFY 2006 (SY 06-07) ⁷⁸ a. Annually b. Annually, Continuously c. Annually	a. The DEL b. The DEL, Mediators c. Mediators d. The DEL, Mediators,

⁷⁵ The improvement activities for FFY 2005 (SY 05-06) are from the original submission of the SPP in FFY 2005 (SY 05-06).

⁷⁶ Indiana Resource Center for Families with Special Needs (IN*SOURCE)

⁷⁷ Indiana Council of Administrators of Special Education (ICASE)

⁷⁸ The improvement activities for FFY 2006 (SY 05-06) are from the original submission of the SPP in FFY 2005 (SY 05-06).

Improvement Activity	Timelines	Resources
c. Mediators will network to learn/show effective techniques. d. Conference with experienced practitioners demonstrating positive mediation techniques. e. The DEL will conduct study of mediators and incorporate results into improvement plan.	d. Annually e. Annually Discontinued (c) through (e) in FFY 2007 (SY 07-08)	IN*SOURCE, ICASE e. The DEL
<ul style="list-style-type: none"> Review whether additional mediators are needed and recruit additional mediators if need increases. 	FFY 2007 (SY 07-08) ⁷⁹ through FFY 2010 (SY 10-11)	The DEL, Due Process Team
<ul style="list-style-type: none"> Mediators will be surveyed for suggestions to improve process. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team, Mediators
<ul style="list-style-type: none"> Conduct training sessions, at least annually, for mediators in the following areas: <ul style="list-style-type: none"> Special education rules and regulations; Mediation procedures and practices; Mediation techniques; and Areas of special interest and hot topics. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process, Team, Mediators, IDOE's Legal Division
<ul style="list-style-type: none"> Develop a plan to increase public awareness to parents and LEAs to explain and encourage the use of mediation. In addition, design and complete a mediation document to disseminate to LEAs and parents regarding the availability of mediation services as well as other dispute resolution methods available in Indiana. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team, Mediators, IN*SOURCE, ASK, ICASE
<ul style="list-style-type: none"> Develop and utilize a database to track progress in mediations, including the mediation dates, results, withdrawals, and timelines. 	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL, Due Process Team

⁷⁹ Because of DEL's change of staff in both monitoring and due process areas, the improvement activities have been changed to better reflect the goals of each area. The changes will affect FFY 2007 through FFY 2010.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan (SPP) Development:**

See Overview of State Performance Plan Development on pages 1 through 3.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data [618 and State Performance Plan and Annual Performance Report (APR)] are timely and accurate.

[20 U.S.C. 1416(a)(3)(B)]

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for APR); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

Overview of Issue/Description of System or Process:

In the late 1980s, the Indiana Department of Education (IDOE) and specifically the Division of Exceptional Learners (DEL) became aware of the need to computerize and automate the special education data collection, child count, reporting, and accountability required by the United States Department of Education (US DOE). The DEL consulted with several sources, including other state departments of education and Westat for technical assistance in developing a statewide system that would provide accurate data in real-time for local educational agencies (LEAs) that could be aggregated for statewide data collection and reporting purposes.

The result was Indiana's Computerized Data (CODA) Project⁸⁰. The Director of the CODA Project works under the direction of the Assistant Director for Special Education Funding within the DEL, and assures that the data collected statewide can be aggregated at the state level for state and federal reporting purposes. The fields of information within the software used by the CODA Project includes over 100 data fields, most of which are required for state and local data collection and reporting purposes. Some fields are LEA designated (optional) fields that include features such as

⁸⁰ The CODA Project is Indiana's data collection system for special education funding. For more details on the CODA Project, please see: <http://www.thecodaproject.org/>.

transportation routes and emergency contact persons for the students entered into the system.

Each state-required entry field within the integrated electronic management system (IEM) software must be completed in order for the data to be included in the CODA Project data collection⁸¹. The data is collected at varying times each school year throughout the state and LEAs are informed of those dates to ensure all files are updated in time for the data to be harvested. For state funding purposes, those collection dates are October 1, December 1 and April 1. By ignoring incomplete data sets (those for which all state-required fields have not been completed) a check and balance system of assurance exist; resulting in data and child count information that is collected in a timely as well as accurate manner.

For purposes of the Continuous Improvement Focused Monitoring System (CIFMS), the CODA Project data is “triangulated” with other data sources including the IDOE Programs and Services (DOE-PS) database, the student test number (STN) database, and the Indiana Standards Tool for Alternate Reporting (ISTAR)⁸² database. The data is further confirmed when inquiries are made regarding complaints, hearings, community supported/residential applications, or use of the DEL sponsored electronic individualized education program (IEP) contained within the ISTAR database.

The five employees of the CODA Project have divided the special education planning districts amongst them to ensure that each site has a contact person. It is this CODA Project contact person who assists the special education planning district (which may be responsible for the special education data submission of several LEAs) in downloading and installing the IEM software and training local personnel on the use and reporting requirements for IEM.

Baseline Data for FFY 2004 (SY 04-05):

The baseline for Indicator 20 is accurate data and timely data submission. The IDOE target is 100% accurate data submitted timely 100% of the time. To date there are only six LEAs who are not using the IEM software and these sites therefore submit a manual count that is added into the state pool of data for reporting purposes. In rare instances where the submission requirements are not met in a timely and accurate manner, software submittal processes are reviewed and modified to assure full compliance is achieved. However, because state and federal funding is contingent upon receipt of the timely as well as accurate (valid) count from each LEA, receiving the data in a timely and accurate manner has not been an issue for the DEL.

The charts which follow are federally required reports for this indicator. Each state education agency (SEA) must submit these reports annually. An SEA receives a score or rating of 1 for “YES or OK” or a 0 for “NO”.

⁸¹ For a complete listing of the codes available, see <http://www.thecodaproject.org/data-entry-codes.html>.

⁸² ISTAR is the state of Indiana’s alternate assessment for students with significant cognitive disabilities and has a built in component that is used for evaluating all preschool-aged pupils in the state.

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	58
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		63

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	28
618 Score Calculation			Grand Total (Subtotal X 2) =		56

Indicator #20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	56
C. APR Grand Total (A) + 618 Grand Total (B) =	119
Total N/A in APR	0
Total N/A in 618	0
Base	119
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.0

*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2 for 618

Discussion of Baseline Data:

Over the last few years, the DEL has encountered one difficulty with the CODA Project data but has since taken steps to correct the problem. It pertained to the collection of data for students enrolled in early childhood programs, and specifically the program codes used to designate placement settings for this group of students. At the 2005 Data Managers Meeting in Washington, DC, the US DOE indicated that the regulations and accompanying new placement setting codes for early childhood students were “on the fast track” for approval. Because any change to the IEM software would necessitate months of work, Indiana made the decision to implement the new placement settings prior to the 2005 December 1 Child Count activities. Because the federal changes did not take place in the timeframe anticipated, Indiana had to cross walk the old definitions with the new definitions for FFY 2005 (SY 05-06). That issue has since been rectified and Indiana has a process in place that aligns the early childhood school settings with the school-aged general education setting definitions.

Overall, the data submitted for fiscal allocations via the CODA Project is accurate and timely thus making achievement of this indicator fortuitous for the state as well as each LEA. As Indiana moves forward with advancements in technology and toward a real time data collection system (as opposed to one where the data must be harvested from each LEA on a prescribed schedule), there are many challenges and obstacles to overcome. To assist in the establishment of a technologically sound (and more importantly, secure) data management system, Indiana has received a US DOE grant to supplement the process. The ultimate goal is to streamline the data collection process for LEAs within the next five to 10 fiscal years. Indiana has a team of professionals working on this endeavor but there are decisions and challenges to overcome prior to moving forward.

Currently there is one data collection process for general education called the IDOE Programs and Services data base (the DOE-PS) which also includes students with disabilities since they are a part of the general student body and a separate data collection system for special education funding (the CODA Project). The DOE-PS is based on the STN system and requires each LEA to upload or send a data set to the IDOE on a regularly prescribed basis. Data includes such information as date of enrollment, drop out, or death of a student; whether the student receives a free or reduced lunch or breakfast, or assistance for textbook rental fees. Several fields of information in the DOE-PS are mirrored in the IEM system (e.g., date of enrollment or death of a student) but the IEM system also contains more detailed fields that are unique and specific for special education (e.g., the date of referral for special education or the date of the most recent educational evaluation). There are many activities taking place at IDOE to align and merge these data systems, but much work is still needed. Some of the data received by the IDOE is duplicative and not necessarily in the precise format which lends itself to the disaggregation necessary for monitoring each of the 20 US DOE indicators. This necessitates a cautionary analysis of the data collected for many of the US DOE indicators. Because the IDOE recognizes that the data for a given indicator is not entirely accurate, we afford each LEA the opportunity to verify the data.

This creates an extra layer of work that is tedious and time consuming for all involved. In those instances where the data is flagged by the DEL staff for potential inaccuracies, LEAs are required to review the data and provide a detailed explanation of whether they believe the data to be accurate and if not, why the data is inaccurate and what the actual data should be for the indicator as well as what corrective action will be taken to ensure the inaccurate reporting does not recur. This extra step creates an obstruction for reporting on all 20 US DOE indicators in an expeditious and accurate manner as well as in the precise configuration necessary for fully reporting on each indicator.

Some changes are being made to the data collection efforts in Indiana. The IDOE Senior Management Team, in implementing the IDOE Strategic Plan, is using *Project Charters* to identify the action areas that reflect the priorities of the Department. Per guidelines established by the IDOE, each Project Charter must provide for the following components: the project sponsor (a member of the IDOE Senior Management Team); the project manager; a description of the current status of the issue or activity; the desired results; initial detractors; core team members; program measures, including resources/inputs, activities and outputs; outcomes, including short term results (changes in learning, knowledge, attitude, skills, understanding), intermediate results (changes in behavior, practice or decisions) and long term results (change in condition); the customer; and, the communication plan. For purposes of the CIFMS there are two Project Charters of note: The Indiana One Plan and the Indiana Technology Plan.

PROJECT CHARTER: The Indiana Department of Education 'One Plan'

Because of various IDOE and federal requirements, LEAs submit multiple plans (anywhere from 17 to 40, depending upon the depth of the expected plan) to various divisions within the IDOE. This myriad of plans are not aligned with the elements of the IDOE balanced score card, have inconsistent submission dates, and are duplicative of component expectations (i.e., family involvement, data fields, and student achievement goals). The One Plan will consist of a core that will contain elements addressing multiple state and federal requirements to bridge relevant IDOE Divisions and programs. The One Plan will have schedules that would be developed to address those requirements outside the scope of the core to allow for additional unique or specific requirements. Monitoring would then address each of the core and tertiary components, and technical assistance would be based upon the results of monitoring across the applicable IDOE Divisions. The CIFMS would integrate with the One Plan to permit LEAs the flexibility of completing one, unified plan to address all required IDOE components, including any applicable US DOE indicators.

PROJECT CHARTER: The Indiana Department of Education Technology Initiative

The Indiana One Plan must be supported through technology to ensure adequate management of the data across Divisions within the IDOE. Currently, data might be available at a school building, at an LEA, or at a state level utilizing various data

sources and databases, which need to be better connected and fully integrated. To help facilitate this, the IDOE is exploring the technology currently available and determining where gaps or needs might best be filled. This analysis is looking at the IDOE-PS database, the ISTAR web-based data system, the Indiana Accountability System for Academic Progress (ASAP) website, and the smartDESKTOP⁸³.

Indiana was recently awarded \$5.2 million in federal funding to support the design and implementation of *Project P-20*⁸⁴, a statewide longitudinal data system that will enhance the state's ability to manage, analyze and use education data to drive student achievement. Indiana plans to link data at all levels: from pre-kindergarten to higher education and beyond. Like many states, Indiana is largely "data rich" but limited with respect to reporting and analytical tools. *Project P-20* will integrate multiple data sources into a single centralized data repository. The result will be broader access to data, leading to a fuller understanding of student academic achievement and the success rates of state and local educational programs. Local educational agencies will be better positioned to use data in reviewing and revising local policies and practices. Parents will have increased access to information regarding the performance of the students and schools in their communities. Furthermore, state policymakers will have better information to evaluate ongoing efforts to meet the goals set forth by the federal No Child Left Behind Act (NCLB) and the state's own accountability system.

FFY	Measurable and Rigorous Target
2005 (SY 05-06)	100% accurate and timely data submission 100% of the time.
2006 (SY 06-07)	100% accurate and timely data submission 100% of the time.
2007 (SY 07-08)	100% accurate and timely data submission 100% of the time.
2008 (SY 08-09)	100% accurate and timely data submission 100% of the time.
2009 (SY 09-10)	100% accurate and timely data submission 100% of the time.
2010 (SY 10-11)	100% accurate and timely data submission 100% of the time.

⁸³ For details see <http://ideanet.doe.state.in.us/reed/newsr/2007/10-October/smartDESKTOP.html>.

⁸⁴ For details see <http://ideanet.doe.state.in.us/reed/newsr/2007/07-July/datasystem.html>.

Improvement Activities/Timelines/Resources:

In addition to the General Supervision requirements laid forth in Indicator 15, the following activities are added for this particular indicator.

Improvement Activity	Timelines	Resources
The IDOE statewide assessment systems [ISTAR and the Indiana Statewide Testing of Educational Performance (ISTEP)] will be continuously monitored for improvement in process, data management, and use for improved instruction. As other IDOE initiatives are implemented, the data within those systems will be compared and analyzed as well.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL and other grant activities sponsored by the DEL.
Technical assistance efforts, including stakeholder partnerships and grant initiatives, will be reviewed annually to determine efficacy and determine whether additional initiatives should be added or whether a current initiative should be changed or eliminated.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL and other grant activities sponsored by the DEL.
A subgroup of the State Advisory Council will work with the DEL to set criteria for cut scores on the various indicators (to denote when substantial compliance is achieved).	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The DEL staff, members of the State Advisory Council, and staff from the North Central Regional Resource Center.